

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Arms and the Boy

L. R. Gignilliat

Educ 6940.14

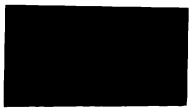
HARVARD COLLEGE
LIBRARY



The Gift of
Fannie Fern Andrews
of Boston
1942







ARMS AND THE BOY



(Photo by International News Service)
Major-General Leonard Wood, U. S. A., and Colonel L. R. Gignilliat Watching Drills of High-School Cadets

[redacted]

ARMS AND THE BOY

Military Training in Schools and Colleges

ITS VALUE IN PEACE AND ITS IMPORTANCE IN WAR
WITH MANY PRACTICAL SUGGESTIONS FOR THE COURSE OF
TRAINING AND WITH BRIEF DESCRIPTIONS OF
THE MOST SUCCESSFUL SYSTEMS
NOW IN OPERATION

By

COLONEL L. R. GIGNILLIAT
Superintendent of Culver Military Academy

WITH INTRODUCTION BY
HONORABLE NEWTON D. BAKER
Secretary of War

ILLUSTRATED

INDIANAPOLIS
THE BOBBS-MERRILL COMPANY
PUBLISHERS

[redacted]

COPYRIGHT 1916
THE BOBBS-MERRILL COMPANY

Educ 6940.14



PRESS OF
BRAUNWORTH & CO.
BOOKBINDERS AND PRINTERS
BROOKLYN, N. Y.

INTRODUCTION

At the inauguration of President Wilson I was in Washington and attended a theatrical performance in the New National Theater. Just before the play began, the Culver cadets, who were in Washington in a body, marched into the theater and occupied a dozen rows of seats which had been reserved for them in front. Their behavior was so conspicuously considerate of the rights of others, their appearance so winsome and fine, and their courtesy so genuine, that I have ever since had a strong feeling that whatever might be true of military training for boys in some places, that given at Culver must be based upon a real understanding of the process by which boy-material is fashioned into manhood. Now I have been permitted to read the proof sheets of this book by Colonel L. R. Gignilliat on *Arms and the Boy,* and to say a word to introduce it to its readers.

Of all callings, it has sometimes seemed to me that that of the headmaster of a secondary school for boys is at once the most responsible and the most delightful; delightful because the contact there is with the spirit of youth as it is beginning to measure itself against the task of life, and responsible because the problem is so subtle, requires so much understanding of personal variation and difference, and also because of the fact that a mistake made with a boy is so much more serious than a mistake made with a man.

Now, the value of this book, written by the headmaster of such a school, is that it does not start out to demonstrate a preconceived thesis, but gives the results of long-continued ob-

servation and experience. Its conclusions are not militaristic, nor have they, so far as I am able to judge them, the slightest tendency in that direction. They do, however, seem to show quite conclusively that military training on the honor system, and with all unreality and sham taken away from it, so that a boy who is undergoing it does not feel that he is attending a moot court, tends to give boys straight bodies, straight minds and straight morals. The only danger one hears urged against this form of education, properly given, is that expressed by those who fear that the habit of obedience is destructive of initiative, and is in some obscure way un-American. But I wonder whether the truth is not that we have so little of the habit of obedience in America that our danger really lies in the other direction, and whether it is not also true that obedience is really a fundamental virtue and does not involve a sacrifice of individuality. We obey the laws of nature, we obey the laws of man, we obey the laws of home and society, and the whole process of education is one for learning what things to obey and acquiring the discipline that enables us to give the necessary obedience.

Quite apart from any comment of my own upon this book, however, its merits will speak for themselves, and to those who want to know what the ideals are of a proper military training for boys, I am free to say that I know of no one to whom they could turn with greater confidence than the author of this book, no one whose experience is larger, whose own ideals for peace are higher, or whose success in applying military education would entitle him to speak with more authority. Such a reader will find the whole story told here with enthusiasm for those truths which the author believes demonstrated by his

experience, yet with a candid recognition of the arguments on the other side and an attempt to account for the failures which seem sometimes to have attended military education. The book is clear and frank and helpful. It is, moreover, especially timely just now when we are all measuring the possible content of the universal obligation of citizenship and considering what real preparedness may mean for America.

NEWTON D. BAKER.

War Department, Washington, D. C.,
May, 1916.



PREFACE

Frederick Palmer tells a story of an Irish recruit, who, after the drill master had given him first *right face* and then *left face, column right* and *column left, by the right flank* and *by the left flank,* and *right shoulder* and *left shoulder arms* for an hour or so, threw down his rifle in disgust, saying, "Bedad, I won't work for a man who changes his mind so often."

With the very general lack of military information that exists on the part of most of our citizens there is a chance, perhaps, that some teachers and parents may likewise reach an adverse conclusion with regard to military drill without the opportunity of seeing very far into its real whys and wherefores.

In the hope, therefore, that it may prove helpful and suggestive to the many who are now interested in military training, but who have lacked experience in its coordination with educational work, I have attempted to bring together in this book some concrete information regarding the application of the military system to the various types of institutions, public high schools, strictly military boarding schools, and colleges with military departments.

In discussing the effects of military training in the schools and colleges, it is necessary to recognize the wide variation in the scope and character of such training in the various classes of institutions, to take into account the fact that some are

required by law to give military instruction, that others are doing so voluntarily for what they believe to be its moral and physical value, that some, like West Point, regulate the whole life of their cadets from reveille to taps on a military basis, and that others rely on the drill hour alone to fix the habits and develop the characteristics that military training is supposed to induce. Therefore, while there may be some slight overlapping, it has seemed best to discuss separately the applications of military instruction in the different types of schools and colleges.

Drill in the high schools has received attention particularly from the standpoint of the present discussion of the subject. An effort has been made to answer the objections that have been raised to such training, using material that has been generously furnished me by those with wide experience in this field. Some practical data has also been included which may prove helpful in the successful inauguration of such work in high schools that now have military training under consideration.

Military training in the colleges is more briefly covered in connection with the chapters on the utilization of military training in the educational institutions as a means of training reserve officers.

The essentially military schools are treated largely out of my own experience and in a more or less descriptive fashion.

This material is presented with the further hope that it may make some small contribution toward the preparation of our young men for a more complete discharge of the duties

of citizenship, whether in the few years in which the country may need their services in its defense or in the much longer periods in which more effective and patriotic discharge of the normal civic duties of peace will also mean much to the nation.

L. R. G.



CONTENTS

CHAPTER		PAGE
I	SOME OF THE PROS AND CONS OF MILITARY TRAINING . Endorsements—Contrary Opinions—Results Depend on Methods Used—Insufficiency of Dogmatic Statements—A Test of Military Discipline—Something More Than Academic Discussion.	1
II	ORIGIN, GOVERNMENT AID AND CLASSIFICATION . . Influence of West Point—First Schools—Origin of Land Grant Colleges—In the High Schools—Instructors and Equipment—Retired Officers—Issue of Arms to High Schools—Government Classification—Illustration of Classification—Distinguished Colleges and Honor Schools—Commission for Honor Graduates.	8
III	LIFE AND TRAINING IN THE ESSENTIALLY MILITARY SCHOOL The Cadet of the Essentially Military School—Why Private Schools Have Adopted the Military System—Success and Failure in Military Schools—The Type of School under Discussion—Value of the Training—Daily Life of the Cadet—His Place in the Organization—Company Spirit—In the Barracks—Sizing Him up Physically—Getting into Uniform—Putting Him on to the Ropes—Beginning the Regular Routine—His Hour for Rising—Taking Care of His Room—Developing Personal Responsibility—Inspection—The Cadet at Mess—Study Hours and Classes—Military Ideals in the Class Room—The Drill Hour—Drills with a Purpose—Keeping up Interest—Appealing Feature—The Boy with Mechanical Tastes—Training His Judgment and Observation—Guard Duty as a Means of Developing Responsibility—His Leisure Time—Passes—Fun—Sunday—The Evening Hours—Bodily Development—Taking the Kinks Out of Him—Acquirement of System and Order—Taking Care of His Room—Putting Things Back Where They Belong—Special Furniture—The Cadet's Spiritual Life—The Daily Schedule.	18
IV	THE FACULTY OF THE STRICTLY MILITARY SCHOOL . The Academic Staff—The Military Staff—The Professor of Military Science—Other Military Instructors—Oversight of Cadets—Superficial Oversight and Oppressive Surveillance—Relations Between Officers and Cadets—Formality Not Necessarily a Barrier.	40

CONTENTS—*Continued*

CHAPTER		PAGE
V	STUDIES AND METHODS OF INSTRUCTION IN THE MILITARY SCHOOL Does Drill Interfere?—Special "Help" Periods—Danger of Military Features Overshadowing the Academic—Supervision of Class-Room Work—Mental Tests—Enhanced by Uniform Life of Cadets—The West Point Plan—Special Provisions for Boys Not Going to College—Developing Executive Qualities—Moderate Ability.	46
VI	COOPERATION OF CADETS IN MATTERS OF DISCIPLINE . "Off Duty" and "On Duty"—Cadet Officers' Responsibility—Effect on Character—Prime Requisites—Judging Fitness for Promotion—Training of Cadet Officers—Relation to Other Cadets—Zeal Tempered with Kindness and Fairness.	54
VII	THE SYSTEM OF DISCIPLINE IN THE STRICTLY MILITARY SCHOOL The Need for Discipline—Building of Character—Effectiveness of the Military System—Needs That the Home Can Not Always Supply—The Discipline Must Be Real—Playing the Game—Illustrating the Effect on the Boy—Respect for Authority—A Surgeon's Testimony—Hazing—Excuse Offered—Sentiment Against Hazing—The School Must Rule—Combinations Against Authority—A Drastic Stand for Discipline—No Safety in Numbers—The Cost of Discipline.	59
VIII	REWARDS AND PENALTIES IN THE MILITARY SCHOOL . Opportunities for Promotion—Other Rewards—Merit System—Assignment of Demerits and Penalties—No Penalty Without a Hearing—A Specimen Discipline Sheet—The Cadet's Word—Penalty Duty—Serious Cases of Discipline—Trial by Court-Martial.	70
IX	IDEALS OF THE MILITARY SCHOOL Militancy and Militarism—Preparation for Citizenship—The Spirit of Democracy—The Ideal of Service.	81
X	MILITARY TRAINING IN THE HIGH SCHOOLS Criticism of Moral Effect of Drilling With Rifles—Advantage of Teaching Boys to Handle Firearms—Precautions Used in Handling Rifle—Impresses on the Boy "Safety First"—Military Training Should Be Given Properly—Need for Sincerity—Esprit Can Not Be Engendered by Imi-	87

CONTENTS—*Continued*

CHAPTER PAGE

tations—Testimony from Those with Experience —Coordination—Introduction in the High Schools —Information from Various Sources—An Unusual Questionnaire.

XI THE MENTAL VALUE OF MILITARY TRAINING . . . 94

Coordinating the Work of the Drill Field With That of the Class Room—Interest in Mathematics Stimulated—Cooperation as Well as Coordination Essential—Writing Military Orders as an Exercise in English—A Summary of Answers as to Mental Value—Carrying into the Class Room the Spirit of Competition.

XII ADVANTAGE OF MILITARY TRAINING AS A SYSTEM OF EXERCISE AND ITS RELATION TO ATHLETICS . . . 101

Calisthenics—Effect of the Uniform—Constant Reminders—Criticism of Set-Up—An Incentive to Good Carriage—Doctor Darby's Experiment—The Drill and the Giving of It—Close Order Drills—Interesting and Beneficial Forms—Test of Boy's Ability to Handle Rifle—Summary of Answers Regarding Physical Value—Limitation in Results That May Be Achieved in Day Schools.

What Is the Effect of Military Training on Athletics? Is It a Substitute for Athletics?

Military Athletics—Summary of Answers.

XIII THE MERITS OF MILITARY TRAINING AS A SYSTEM OF DISCIPLINE 112

Citizenship—Developing Responsibility—Present Insufficiency of School Discipline—Need for Discipline—As a Preparation for Business—Evidence That Military Training Inculcates Discipline—Testimony as to Economic Value.

What Advantage Does Military Training Have Over the Usual System Employed in Schools?

Effectiveness as Moral Training—Advantage in Molding Student Opinion—Effect on Lying and Cheating—Incentive to Right Living and Thinking—A Means of Developing Will Power—Other Views—Boys Realize Value of Discipline—Assistance from Students in Maintaining Discipline.

For an Ordinary School, Is Military Training Better Than a System Which Tries to Train Its Students to Act With Reason as a Basis Rather Than Implicit Obedience?

CHAPTER PAGE

A Noted Educator's Objection—Emphasis on Initiative—Blind Unthinking Obedience—Obedience as the Basis of Team Work—Distinction Between Leadership and "Drivership"—Neither Reason Nor Implicit Obedience Successful Alone.

Does Military Discipline Produce the Feeling of Restriction Among Cadets and Cause Them to Break Violently Away from Restraint When Out of Its Control?

Is It True That Military Trained Men Do Not Readily Submit to Less Vigorous Control and That They Poorly Obey Civil Law?

Does It Produce the Form Without Developing the Spirit of Obedience?

XIV THE MILITARY VALUE OF CADET TRAINING IN THE SCHOOLS 127

Instruction from the Military Standpoint—A Game of Troop Leadership—Rifle Practise—Modified Target Practise—For Boys Under Eighteen—Discipline and Appeal—Zest and Imagination—Greater Adaptability—Physical Endurance—General Wood's Estimate—Other Views.

Do Records Show That Students So Trained Join the Militia?

High-School Companies as Units of the Militia—Coordination of High-School Training With National Guard—Closer Relationship With Militia—Opposition of Labor Unions—Newspaper Quotations.

XV EXTENT TO WHICH MILITARY TRAINING SHOULD BE USED IN THE HIGH SCHOOL 139

Influence of Drill on Life of School—Effect of the Uniform—Other Answers.

Should Military Training in the High Schools Be Compulsory for All Students?

Excuses on Request of Parents—Excuses Exempting Those Who Need Drill the Most—Do Students Like Military Training?

At What Time of Day Is Military Instruction Best Given? In School Hours or Out of School Hours?

Drill Before School—Afternoon Drill—Time Devoted to Drill—Extra Drills—At What Grade Can Military Instruction Advantageously Be Given?—For Younger Boys—Value of Camps—High Schools That Have Held Camps.

CONTENTS—*Continued*

CHAPTER		PAGE
XVI	THE SECURING OF COMPETENT INSTRUCTORS OF MILITARY DRILL AND THE SELECTION AND DUTIES OF CADET OFFICERS	150
	Necessary Qualifications—How a Competent Instructor May Be Obtained—Possibility of Securing Army Officers — Can Civilian Teachers Qualify?—Instruction That Commands Respect—Does Military Training Produce an Exaggerated Sense of Importance?—The Cadet Officer's Sense of Responsibility—Selection of Cadet Officers—Election of Cadet Officers—Value of Elective System—Selection of Cadet Officers by Faculty—Appointment on Basis of Competitive Examination and Efficiency Record—Recommendations from Graduating Officers—Qualities to Be Considered—Training in Leadership—Other Factors to Be Considered—Very Young Boys—The System in California High Schools—Cadet Colonels and Majors—Drawback to Promotions on Basis of Seniority—Try Outs—Necessity for Special Training and Instruction—An Illustration—Reducing the Inefficient.	
XVII	THE QUESTION OF UNIFORM	163
	Uniform Puts All on Democratic Basis—Expense—State Aid—Government Uniform—Service Uniform for High-School Use—Fit and Care of Uniforms—Insignia and Merit Badges—Chevrons and Insignia of Rank.	
XVIII	THE LAND GRANT COLLEGES AND MILITARY SCHOOLS AS A SOURCE OF RESERVE OFFICERS	170
	Inadequate Training—Officers from the National Guard—Non-Commissioned Officers of the Army as Volunteer Officers—Number of Reserve Officers Needed—Can Colleges Train Officers Effectively?—Broader Training of Strictly Military Institutions—The Test of War—Ability to Provide Training of Modern Officer—Present Interest in Colleges—Will the Interest Wane?—Need for Utilizing Various Types of Schools—Officers Requiring Highly Technical Training—Estimate of the Number of Trained Officers—Cadet Companies for Training Reserve Officers — Special Training Schools—A Plan That Offers a Strong Appeal to College Spirit—Obligations and Advantages—Age Limit—Not Every Student Need Enroll—Effect on Militia—Economy of Plan—Plan for a Reserve Officers' Training Corps—Requirements of Institutions—Striking a Balance—Land Grant Insti-	

CONTENTS—*Continued*

CHAPTER PAGE

tutions' Failure to Give Efficient Instruction—Obligations of Land Grant Colleges—Failure to Prescribe Extent of Training—Will They Maintain Efficient Instruction in the Future?—Extent of Proposed Course—Conditions Under Which Disciplinary Influences May Be Made Effective—According Recognition to Military Department—Breaches of Discipline—Obtaining Effective Results—Blame for Poor Work—One Professor to Two Thousand Students—The Students' Interest—What Is There in It for the Student?—Temporary Commission—Senior and Junior Units—Scope of Training in Preparatory Schools—Special Insignia—A Feasible and Economical Plan.

QUESTIONNAIRE SENT OUT IN GATHERING MATERIAL . 196

APPENDICES

APPENDIX

I SUGGESTIONS FOR STARTING DRILL IN SCHOOLS WHERE MILITARY INSTRUCTION HAS NOT PREVIOUSLY BEEN GIVEN 209

To Begin the Work

Preparation of Equipment—Starting the Instruction—Subsequent Instruction—Squad Movements—Special Drills for Squad Leaders—Issue of Rifles—Manual of Arms.

Indoor Instruction in Bad Weather

Panoramic Sketching—Method of Drawing to Scale—Omit Foreground on First Sketch—Constructive Criticism Is Most Effective—Special Ruled Paper Should Be Used—Topographical Sketching—The Pace Scale—The Sand Table—Contour Lines—Permanent Sand Table Terrain—Signaling—Visual Signaling.

II THE WYOMING PLAN. A Detailed Description Not Heretofore Published of the Method of Selecting Competition Units and a General Outline of the Course of Instruction 224

Competition Units—Essence of the Wyoming System—Intraschool Competition.

Report on the Wyoming Plan

Good Citizenship — Military Preparation — Rifle Practise—Troop Leadership Competitions—Week-end Camps — Summer Camps — Discussion of

APPENDIX PAGE

Course—Moral Preparation—Civic Preparation—Business Preparation.

Report of Superintendent of Cheyenne High School

Camp—Public Exhibitions — Uniforms — Benefits from Drill.

III AN ETHICAL, PHYSICAL, MILITARY SYSTEM OF TRAINING FOR BOYS 237

Instruction of Boys Not Sufficiently Developed to Drill With Rifles—Instruction After Pupil Has Reached Fourteenth Year—Instruction Beginning With Sixteenth Year—Historical Instruction—Providing Competent Instructors—Importance of Early Training.

IV TRAINING AND DISCIPLINE OF THE SALT LAKE CITY HIGH-SCHOOL CADETS 243

V ISSUE OF RIFLES AND AMMUNITION TO HIGH SCHOOLS AND OTHER INSTITUTIONS NOT HAVING OFFICERS OF THE ARMY DETAILED AS PROFESSORS OF MILITARY SCIENCE 246

VI CALIFORNIA RULES AND REGULATIONS FOR THE GOVERNMENT OF HIGH-SCHOOL CADETS 252

The Law of the State of California Authorizing High-School Cadet Organizations—Number in Cadet Companies; Age Limit; Authority of Principal—Permission to Use National Guard Ranges—Inspection by State Officers—Property Responsibility—Books and Forms—Commandant of Cadets—High-School Authority — Organization—Appointments and Promotions—Commissions for Cadet Officers—Seniority—Reductions—Registration—Uniform—Studies—Discipline—Method of Investigating Breaches of Discipline—Responsibility for Company Discipline—Merits—Demerits—Conduct and Deportment—Responsibility of Cadets for Enforcing Discipline—Cadet Officer of the Day—Restrictions Regarding Use of Arms and Ammunition—Disapproval of Official Action—Redress of Grievances—Religious Duties—Tobacco and Intoxicants — Comradeship — Jealousy — Sportsmanship—Neatness—Neglect of Studies—Politeness—Protection of Weak—Purity—Profane Language—The Cadet's Glory—Target Practise—Gallery Practise—Estimate Distances—Rifle Club—Junior Marksman — Inter-School Competition — Military Correspondence—Ignorance of Regulations no Excuse.

CONTENTS—*Continued*

APPENDIX PAGE

Extracts from a Letter from the Adjutant General of the State of California

Appropriation by Legislature—Expense of Uniforms — Number of Companies — Teachers' Certificates and Remuneration.

VII SUGGESTIONS FOR RIFLE PRACTISE IN HIGH SCHOOLS. By Captain W. R. Kennedy, Instructor of Rifle Practise, Culver Military Academy 270

Rifle Team Organization—Construction of Galleries and Purchase of Rifles—Purchasing Supplies from the Government.

VIII INSTRUCTION OF HIGH-SCHOOL BOYS IN RIFLE SHOOTING IN THE PUBLIC SCHOOLS OF NEW YORK CITY . . 273

Marksmanship

Badges and Qualifications—Practise in National Guard Armories—Number Qualifying—The Army Practise Rod.

Shooting at Peekskill State Range

Range Practise—Conduct of Boys at Matches—Value of Practise on Sub-target gun machine—Influence on clean and manly living—Value as a Guarantee of Peace.

Extract from Letter from General Wingate Regarding Additional Equipment for Rifle Practise and Introduction of Elementary Drill

Rifle Practise in Salt Lake City High Schools

IX RIFLE PRACTISE FOR HIGH SCHOOLS OF CALIFORNIA . 281

Description of System

Range—Targets—Course—Back Stop—Method of Firing—Classification—Insignia—State Championship—Adjutant General's Cup, Gallery Shooting—Adjutant General's Cup, Record Practise Service Ammunition.

Individual Competitions

X SUMMER CAMPS FOR HIGH-SCHOOL STUDENTS . . . 288

Organization—Interest in Work—Proficiency Acquired—Extent of Instruction—Method of Selecting Students and Value of Plan—Gain from Intensive Instruction.

XI CERTIFICATE ISSUED BY THE WAR DEPARTMENT TO GRADUATES OF MILITARY SCHOOLS AND COLLEGES TO

CONTENTS—*Continued*

APPENDIX		PAGE
	WHICH OFFICERS OF THE ARMY ARE DETAILED AS PROFESSORS OF MILITARY SCIENCE AND TACTICS	295
XII	SECURING MILITARY INSTRUCTORS AND ARMS AND EQUIPMENT FROM THE GOVERNMENT—PURCHASING UNIFORMS ECONOMICALLY	297
	Securing an Army Officer as Military Instructor	
	Active Officers or Retired Officers With Full Pay from the Government—Retired Officers With Difference Between Active and Retired Pay Paid by School—Condition Under Which the Detail of an Officer May Be Secured—Detail of Retired Non-Commissioned Officers—Choice of Institution in Matter of Officer to Be Detailed—List of Available Retired Officers from Adjutant General—Extra Pay—How Applications Are Made—Securing Arms and Equipment from the Government—Equipment—Ammunition—Buildings—Uniform.	
XIII	TABLE SHOWING INCOME OF LAND GRANT COLLEGES FROM UNITED STATES, TIME ALLOTTED TO MILITARY INSTRUCTION PER YEAR AND MONEY ALLOTTED TO MILITARY DEPARTMENTS	305
XIV	CONDENSED TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO LAND GRANT COLLEGES	307
XV	MAKING A SUCCESS OF THE MILITARY COURSE IN A UNIVERSITY. Giving the Organization and Course of Instruction of a Successfully Conducted Military Department at the University of Illinois	313
	Extracts from Report	
	Classification—Appropriation and Expenditures—Organization—Conditions of Service in Military Department; Pay for Cadet Officers—Military Credits Necessary for Graduation—Theoretical and Practical Instruction—Rifle Teams—Military Topography—Military Information Division—Duty of the College in Building up Reserve Force—National Guard Units Composed of Students.	
XVI	THE RESERVE OFFICERS' TRAINING CORPS IN ENGLAND	320
XVII	A FIVE-YEAR COMBINED MILITARY AND CLASSICAL OR TECHNICAL COURSE FOR COLLEGES SUGGESTED BY PRESIDENT EDMUND J. JAMES OF THE UNIVERSITY OF ILLINOIS	324
XVIII	SUGGESTIONS FOR MILITARY COURSES IN NON-MILITARY EDUCATIONAL INSTITUTIONS, FROM A CIRCULAR ISSUED	

CONTENTS—*Continued*

APPENDIX		PAGE
	FROM HEADQUARTERS EASTERN DEPARTMENT BY DIRECTION OF MAJOR GENERAL LEONARD WOOD, DEPARTMENT COMMANDER	326
XIX	PLAN FOR MILITARY INSTRUCTION AT HARVARD UNIVERSITY	332
	Schedule of Instruction—Credit Toward College Degree—Enrollment Agreement—Course in Military Science.	
XX	THE ORGANIZATION OF FIELD ARTILLERY AT YALE UNIVERSITY	336
	The Organization of the Yale Undergraduate Batteries	
	How the Movement Was Begun—Need for Field Artillery—Response from Students—Connection With National Guard—The War Department's Interest in This Work—Course of Instruction—Progress of the work.	
XXI	MILITARY INSTRUCTION CAMPS FOR STUDENTS. Prepared by Lieutenant R. G. Sickles, Culver Military Academy. Lieutenant Sickles Was a Member of the Burlington Camp in 1914	341
	History of Camps—Object of the Plan—Course of Instruction—Expense to Students—Provision for Future Camps—Success of the Project.	
XXII	COMPULSORY MILITARY TRAINING FOR THE BOYS OF NEW YORK	347
	The Military Commission—Time Given to Drill—Field Training—Use of State Property—Instructors—Compulsory Physical Training.	
	INDEX	353



ARMS AND THE BOY



ARMS AND THE BOY

CHAPTER I

SOME OF THE PROS AND CONS OF MILITARY TRAINING

PROFESSOR ORTON of Ohio State University has spoken of military training as "the most important tool in our whole educational kit," and President Thompson of the same institution, President James of Illinois, President Schurman of Cornell, and many other successful educators have gone on record with an endorsement of such training for students apart from its military value.

Endorsements.—There are others, however, who take quite the opposite view, and between the arguments of those who endorse military training and those who oppose it, parents and teachers are often left in the uncertain frame of mind of a jury that has just heard the two sides of a case presented by opposing counsel with what appears to be equal brilliancy and equal convincingness.

Contrary Opinions.—Parents and teachers are told, on the one hand, that military training will afford an effective discipline that is much needed by our modern youth.

They are cautioned, on the other hand, by those who

object to military training, that it provides discipline of the wrong type, discipline that destroys initiative and makes the boy wooden. Furthermore, they are warned that military drill will make the boy bloodthirsty, and will benumb the higher and finer elements in his mind.

If it is asserted that schoolboys need more muscle and better physiques as well as more effective discipline, and that military training will provide both effectively, the objectors reply that drill is of no value as an exercise; that, in fact, it is injurious; that it makes a boy so lopsided you can tell as far as you can see him that he has carried a rifle.

When the argument is advanced that it is desirable that the boy should have some training for the military service which every able-bodied citizen may at some time be called on to render in his country's defense, the reply is made either that such training should be given in mature years or that the smattering of drill a boy gets in school will do him more harm than good when it comes to actual service.

Results Depend on Methods Used.—In the midst of so much conflicting testimony it is not surprising that both parents and teachers are sorely puzzled to know who is right and who is wrong.

I should be inclined to say that both sides are right and both sides are wrong, that everything depends on how the training is given.

In my opinion, there are schools and colleges that have justified by their perfunctory work practically

every criticism that has been raised against military training for schoolboys and college men, and, on the other hand, there are institutions in both classes that have proved conclusively that military training properly given means higher ideals of citizenship for the student, more effective discipline and a better physical basis for educational training and life.

Insufficiency of Dogmatic Statements.—It is easy enough for both sides to a controversy to make purely dogmatic statements, and with such statements settle the matter to their own satisfaction. But the thoughtful parent and the unbiased teacher want more than this.

I should like at this point to relate an incident which to my mind demonstrates the qualities which proper military training should induce; namely, service, courage, discipline and physical endurance.

I shall be pardoned, I am sure, for taking this illustration from the institution with which I am connected, for illustrations are always more convincing when they fall within one's own experience.

A Test of Military Discipline.—One of the most satisfying tests of military discipline that has come under my personal observation occurred during the floods of 1913. The city of Logansport, Indiana, is located at the junction of the Eel and Wabash Rivers. For a time it was in as desperate a plight as any city in the flooded district. Some hundred cadets went to the rescue, using man-of-war cutters that had been loaned them by the national government for the pur-

poses of naval instruction. The call for help came about midnight. The cutters, which are twenty-eight feet long, eight feet in beam and weigh three thousand pounds, were stored for the winter in boat houses. Working by the light of lanterns the cadets loaded these boats on flat cars, finishing the arduous task about three A. M.

Rations for a day were issued, and the cadets who were to man the boats clambered into the caboose and the train pulled out into the darkness, feeling its way over weakened bridges and culverts. It finally reached Logansport just as day was breaking.

The cadets skidded their boats off the cars and slid them down the street-car track for a couple of blocks until they floated. Then they manned their oars and pulled toward the sections in greatest distress, near the banks of the river.

The current grew more swift and, finally, in a great rushing swirl at a street crossing, the first boat was dashed against a telegraph pole, smashing two of its heavy fourteen-foot oars. Fortunately, extra oars had been supplied.

From then on, ensued a hard all-day battle with swift currents and foaming eddies, dangerously complicated with wires and treetops. Snatching a mouthful of coffee occasionally, as they came to shore, the cadets worked unceasingly.

During the afternoon they kept steadily on, although half blinded by a driving snow-storm and with hands so cold that they could with difficulty retain their



Main Group of Buildings—Shattuck School, Faribault, Minn.



Main Building—New Mexico Military Academy,
Roswell, New Mexico



Cadets of St. John's College, Annapolis, Maryland

grasp of the oars. Women and children were tenderly helped down from roofs and windows; the sick, the hungry and the cold, the aged and infirm, were put into the boats and taken to places of safety without a slip or a mishap.

By the second evening fourteen hundred people had been taken from the inundated district by these boys in their four cutters. And then securing their boats because the waters had receded too far to make it possible to get them back to the railroad, they marched by a long détour back to the depot.

By all the laws of nature they should have been exhausted, but they went their way with a swinging step, singing, and occasionally giving a school yell.

I do not mean to say that boys of a civilian school would not have been just as anxious to lend the aid that these cadets did, but what I do mean to say is that they could not have done it.

Even if they had had the physical endurance they would have lacked the organization, the perfect coordination. Obedience had to be automatic; there were times when instant response to commands, absolute coolness and absence of confusion meant, perhaps, the lives of a boat load of people.

It was not the fact that these boys rendered this service but that they did it so effectively, without slip or accident and merely as a matter of course, that I consider such a fine demonstration of the effects of military discipline.

The people of Logansport have erected in commemo-

ration of this service a handsome gate at the entrance of the school. It seems most fitting that the cadets of the institution as they enter and as they leave should have this reminder of the value of discipline and efficiency and of the ideals of service to their fellow men.

Once after this incident I was talking to a boy who wanted to give up in the face of some small discouragement. I had talked to him quite a while without effect. Finally I said to him: "Do you suppose when we took those cadets to Logansport that we would have dared to risk including a man who had ever shown the kind of spirit you are showing now, or a fellow we knew would be willing to quit under any circumstances?"

The effect of that concrete illustration was immediate. "I will stick it out, sir," he said, and he did.

Something More Than Academic Discussion.—I do not mean to imply that the incident which I have just described answers every objection to military training and proves every contention in its favor. It relates, of course, to a strictly military institution in which the cadet is under the soldier's rules and regulations twenty-four hours out of the twenty-four, and in which military discipline gets a better whack at him than is possible in the day school or in the college where military instruction is limited to a certain number of drills.

I have used it, however, in the very beginning because there has been a tendency to regard military training in the schools as a new and startling innova-

tion, and to discuss it largely from an academic standpoint. As a matter of fact, if one will examine the school advertisements in the magazines he will find that about one-fourth of the private schools there represented are military or quasi-military in character. Nor does that, by any means, represent the full extent to which military training is now being given, or has been given in the past.

CHAPTER II

ORIGIN, GOVERNMENT AID AND CLASSIFICATION

MILITARY TRAINING as an adjunct to education is no new thing. The greatest civilization the world has ever known, that of the ancient Greeks, was attained by a system of education under which every boy, for at least two years of his life, was given a course practically identical with that of our best military schools of to-day.

This training was given him not merely that he might be versed in the art of war, but that he might acquire the disciplined will, the power of endurance, the sturdy physique, and the moral qualities of loyalty, devotion to duty, and self-sacrifice that become the citizen no less than the soldier.

Influence of West Point.—In this country our first military school was naturally an expression of our military rather than our educational needs. Washington, obliged to look to Europe for the skill in military engineering required in our war of independence, felt very keenly the need for a national military academy, and in his message to Congress strongly advocated the establishment of such a school. Due primarily to his influence, the United States Military Academy was founded at West Point in 1802.

West Point not only supplied the needed instruction for officers, but also demonstrated that military training, when coupled with education, possessed some distinct advantages over the civilian school in the discipline of the moral character and the bodily development of the boy. Hence, West Point has become the inspiration in the United States for many schools that have used the military system primarily to train young men for well-rounded citizenship.

Colonel Sylvanus Thayer, Superintendent of West Point from 1817 to 1833, is perhaps more than any other man responsible for that blending of military, intellectual and moral training that has enabled the graduates of West Point to achieve distinction in civil no less than in military pursuits. To him, therefore, those schools that look to West Point for methods and ideals are especially indebted.

First Schools.—The first private military school in America was founded by Captain Alden M. Partridge in 1820. It was known as the American Literary, Scientific and Military Academy, and is now Norwich University. Captain Partridge was a professor at West Point from 1806 to 1815, acting superintendent the greater part of the time from 1808 to 1815, and superintendent from 1815 to 1816.

It is fair to assume that even in those initial years of the National Military Academy, before its present ideals and methods were evolved, he saw to his satisfaction the benefit that boys destined for civil life might derive from military training.

Captain Partridge and the graduates of Norwich were instrumental in founding a number of other private military schools throughout the country.

In 1839 the first state military school came into existence, a school destined to achieve fame as the West Point of the Confederacy. In that year the Virginia Military Institute opened its gates to boys of the Old Dominion under the superintendency of Colonel Francis H. Smith, a graduate of West Point. This institution was conducted from the start on the West Point plan. South Carolina in 1842 established "The Citadel" at Charleston, and in 1845 the Kentucky Military Institute was added to the list of state institutions.

Histories of West Point, of Norwich University and of the Virginia Military Institute have been published and will furnish interesting reading for those who wish to go more fully into the development in this country of military training in connection with education.

Origin of Land Grant Colleges.—In 1862 the Morrill Law was passed by Congress donating public lands for "the establishment of colleges where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agricultural and the mechanic arts." These institutions are now known as the land grant colleges. In most cases they are the state universities, though in some instances maintained as separate mechanical and agricultural colleges. These schools in general, have not interpreted the

words "including military tactics" which appear in the law as meaning that they shall become strictly military institutions, such as Norwich University and the Virginia Military Institute. Several have done so, but in the main the instruction in "military tactics" has been limited merely to several drills per week, the students appearing in uniform and being under military discipline only while the drills are in progress.

In the High Schools.—The Boston high schools have afforded military instruction for half a century, and the Washington, D. C. schools are now giving such training to a second generation.

The states of California and Wyoming have both had drill in many of their high schools for a period of years, and cities like Salt Lake City, Omaha and Fort Worth, have had high-school battalions that are known more than locally.

In 1914 only eighty-two of the eleven thousand public high schools in the United States afforded military training in any form; only nine thousand of the half million boys enrolled in these schools were being taught anything of the soldier's drill or duties.

This condition is rapidly changing. In 1915, according to the Bureau of Education, there was an increase of fifty per cent. over and above the figures for 1914, and from the present indications, the current year of 1916 will witness a mobilizing of high-school boys under military discipline that will make the really large increase in 1914 appear as small, by comparison, as the attendance at a football game between village high

schools and the vast outpouring of adherents for the annual contest between two great universities.

Large cities like New York and Chicago are giving the matter serious consideration, and in many other quarters boards of education either have under advisement military training for the high schools or have already voted to adopt it.

The high school, having no control over its students after school hours, can not, of course, carry out the strict military régime of the essentially military training schools. The most that it could do would be to require military discipline throughout the school day, about the buildings and in the class room; but in the main, this has not been attempted and the enforcement of military rules has begun and ended with the drill hour.

Instructors and Equipment.—In 1888 Congress passed a law under which the Secretary of War was authorized to detail officers of the regular army as military instructors or, to use the official designation, as Professors of Military Science, to schools and colleges which afford military training and comply with certain stipulated requirements. The law also authorized the issue to these institutions of such arms, equipment and ammunition as may be necessary for the purpose of instructing their students and as may be spared for the purpose.

The officers who may be so detailed with full pay and allowances are, at present, limited to one hundred. They are allotted to the various states on a basis of



Cadets Executing Butts Manual—College of St. Thomas, St. Paul



Cheyenne, Wyoming, High School
First introduced what is now known as the "Wyoming System"



First Private School in America
Norwich University, founded 1809, by Captain Alden W. Partridge



Yale Students Studying the Mechanism of a Modern Field Piece

population, first to the land grant colleges, which are required by law to give military training, and then to other institutions. The other institutions to take advantage of this law, have been for the most part the essentially military schools.

Retired Officers.—Later, the law has been amended to permit the detail of retired officers in excess of the one hundred officers previously stipulated, where institutions seeking the service of one of these officers agree to pay the difference between his retired pay and his active pay and allowances.

Issue of Arms to High Schools.—In 1914 a law was passed authorizing the issue of rifles not of the existing service model, and of ball cartridges for target practise, to high schools and other schools at which officers of the army are not on duty but which maintain a uniformed cadet corps of not less than forty members who receive military instruction and engage in target practise.* It is likely that legislation will be enacted by the present Congress that will extend further government assistance toward military training in the schools and colleges.†

Government Classification.—As already suggested, the scope and character of the military instruction vary considerably at different schools and colleges to which officers of the army may be detailed. The government divides these institutions into four classes:

*The question of the detail of officers and the issue of arms and equipment is more fully covered in the appendix.

†The current regulations on the subject may be obtained at any time by writing to the Adjutant General of the Army, Washington, D. C.

Class MC. Comprises colleges and universities which confer a degree and which are essentially military in character. By "essentially military," is meant that the students are quartered in barracks and are constantly in uniform and under discipline.

Class C. Includes colleges and universities not essentially military; that is, in which the military instruction is confined to a few drills and lectures per week, the students appearing in uniform and being under military discipline only at such times.

Class MS. Designates the institutions of the preparatory class which do not confer degrees, but which, like Class MC, are essentially military in character.

Class M. Comprehends all the other institutions which afford military instruction and which are not included in the first three classes.

Illustration of Classification.—Under the MC classification, fall such institutions as Norwich University, a few of the land grant colleges like the Agricultural and Mechanical College of Texas, and state military schools like the Virginia Military Institute and The Citadel of South Carolina.

In such institutions the students are subject for twenty-four hours out of the twenty-four to the customs and discipline of the soldier.

Most of the colleges that afford military training limit the military life of the students to the drill hour and, therefore, fall in Class C. Most of the state universities and colleges which, like Cornell, are receiving land grant benefits are Class C institutions, and uni-

versities like Yale and Harvard, which have recently undertaken to give military courses are also included in this class.

The MS class of institutions is made up of strictly military schools of the preparatory type such as the Culver Military Academy.

These preparatory schools are not required by state or federal law to give military training, but have adopted it largely for what they believe to be its value as an educational instrument. As in the essentially military colleges, their cadets are housed in barracks, march to meals and classes, and respond throughout the entire day to a routine regulated by the trumpet and the customs of the military service.

In Class M would fall the high schools and other institutions of the preparatory grade which do not find it possible to give their students more of the soldier's training than may be included in the hours devoted to drill.

Distinguished Colleges and Honor Schools.—Each year the War Department sends to schools receiving aid from the government, officers of the General Staff who make a most thorough inspection. These officers note carefully the standard of discipline and the proficiency exhibited by the students of the various institutions in their military training.

As a result of this inspection, the ten colleges that have exhibited the highest degree of excellence in their military departments are designated by the Secretary of War as "distinguished institutions," and similarly,

ten essentially military schools are designated as "honor schools."

Commission for Honor Graduates.—Naturally, this honor is highly prized. It carries with it, not only prestige for the institutions, but also the privilege of naming a graduate for commission as a second lieutenant in the regular army.

The graduate, so designated for the college, may be commissioned by the President without mental examination. The graduate of the honor school is not so favored, but is given precedence over other candidates who take the examination for promotion if he makes a grade of eighty-five or above.

Institutions which have been placed in this selected class three or four times are given some special consideration in having issued to them the most up-to-date arms and equipment.

The honor of being in the distinguished or honor class is perhaps not quite so coveted as in earlier years when the number receiving this designation was comparatively small. Beginning in 1904, the number was limited to six; in 1908, it was increased to eight; in 1909 to ten; and finally in 1914, to twenty. Prior to 1914, the selection was made from schools and colleges without discrimination and those selected were all designated as "distinguished institutions."*

*Schools and colleges designated as "distinguished institutions" when the number so designated annually was limited to six were:
Culver Military Academy, 1906, 1907.
Pennsylvania Military College, 1904, 1905, 1906, 1907.
St. John's College (Annapolis), 1905.
St. John's School (Manlius), 1904, 1905, 1906, 1907.
Shattuck School, 1904, 1906, 1907.

The Citadel (South Carolina Military Academy), 1904, 1905.
Virginia Military Institute, 1904, 1905, 1906, 1907.

Schools and colleges which have received the designation of "distinguished institutions," or "honor schools," three or more times prior to 1916 are:

Agricultural and Mechanical College of Texas, 1910, 1911, 1912, 1913, 1914, 1915.
College of St. Thomas (St. Paul), 1908, 1909, 1915.
Culver Military Academy, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915.
New Mexico Military Institute, 1909, 1910, 1911, 1912, 1913, 1914, 1915.
Norwich University, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915.
Pennsylvania Military College, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913.
St. John's College (Annapolis), 1905, 1909, 1910, 1915.
St. John's Military Academy (Delafield), 1911, 1912, 1913, 1914, 1915.
Shattuck School, 1904, 1906, 1907, 1908, 1909, 1912, 1913, 1914, 1915.
The Citadel (South Carolina Military Academy), 1904, 1905, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915.
Virginia Military Institute, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915.

These schools are arranged alphabetically by the War Department. No statement is made of their relative merit.

CHAPTER III

LIFE AND TRAINING IN THE ESSENTIALLY MILITARY SCHOOL

THE essentially military school is altogether a distinct type of institution. It differs widely in its whole scheme of operation from the civilian school and from the school in which military instruction is given merely at stated times.

There are at this time in the United States eleven colleges and twenty-seven preparatory schools that are essentially military in character.

The Cadet of the Essentially Military School.—The cadet of the essentially military school lays aside with his civilian clothing all distinctions of wealth and social or political prominence. He is quartered in barracks in a simply furnished room which he cares for himself.

His life is regulated by the trumpet call on a basis of absolute promptness and regularity. Eight o'clock means eight o'clock and not a second after. Neatness of person is required at all times; the heels, as well as the toes, of the shoes must be shined, and he does the shining himself. The fact that he may be the son of a millionaire and have a servant to valet him at home cuts no figure.



Camp—St. John's, Manlius



A Company Mess Tent—St. John's, Manlius



An Outpost—St. John's, Manlius

Orders must be obeyed cheerfully and promptly, with no "back talk." There is always recourse if an injustice is done, but no tolerance of dilly-dallying and argument.

He must be as soldierly in the quarters and in the class room as on the drill ground. The military spirit of punctilious courtesy, of respect for authority, of order and system, must be carried by him into each hour and duty of the day.

While he lives the life of the soldier and speaks his vocabulary he has constantly before him the application of the soldier's training to the normal life of the citizen in time of peace.

Why Private Schools Have Adopted the Military System.—Private military schools have adopted military training because they recognize that the average American boy, while generally intelligent, fearless and self-reliant, is at the same time impatient of restraint, undisciplined and lacking in symmetrical physical development. Their experience has indicated that these defects are best remedied by continuous military training, with its exactness and precision, its rigid adherence to system and discipline, and its enforced exercise and regularity of life.

Success and Failure in Military Schools.—Not all military schools have been equally thorough in their work. Unfortunately, there are some which have fallen considerably short of the highest standards of discipline and instruction, and which are military in name only.

Those who have seen only the feeble efforts of the school that is merely playing with military training have no conception of the splendid work that is being done by the best type of essentially military schools.

General Baden-Powell, who visited a few years ago one of these schools which is taking its work seriously, said to its corps of cadets, "I've seen the cadets of all nationalities at work, and I must say you beat the lot."

Other comments, such as, "The tone and discipline of this institution are superb," and "Its military instruction is as near perfection as anything of this kind can be made," coming from experienced officers of the regular army who have inspected such schools, indicate the high standard that may be achieved where the military training is well and conscientiously given.

The Type of School Under Discussion.—The description in this chapter is of the best type of essentially military school. Every detail of custom and routine described does not necessarily apply to all such schools, but in the main they are the same.

I have not dwelt to any extent on the military value of such training, since that has been covered in the chapter on the training of reserve officers. I have attempted rather to describe in a general way the life of the cadet in the essentially military school, and incidentally to point out the educational value of such a scheme of training.

Value of the Training.—Proof of the peace as well as the war value of training in such essentially military

schools is not wanting. Here is a piece of striking testimony, a paragraph from the memoirs of General Granville M. Dodge: "A young boy, twenty years old, I left Norwich University, Vermont, a military college, as a civil and military engineer. My military training was of as much or more benefit to me generally, perhaps, in the work I had to undertake, than what I had learned of engineering, for it taught me to command men; it gave me discipline, a respect for authority, obedience to orders, loyalty to my country, and an interest in the work of my employer, which would have been impossible for me to have obtained in any other way."

General Grant considered General Dodge one of the ablest officers of the Federal army, and the people of Iowa have given few men so high a place in their esteem as a citizen.

Daily Life of the Cadet.—The routine and life of the essentially military preparatory school is to a large extent the same as that of the essentially military college, the difference lying principally in the advanced academic curriculum.

To be sure, the cadets in the preparatory school are younger, but at Culver, for instance, no boy is accepted who is under fourteen years of age or less than five feet three inches in height, while the majority of the cadets are over seventeen years of age. Under these conditions, it is quite possible to maintain West Point standards of discipline and routine, as in the

case of military colleges such as Norwich and the Virginia Military Institute.

His Place in the Organization.—The daily routine of the cadet may not be fully understood without some preliminary reference to the organization of the school. When the new cadet reports for duty he is assigned to a company composed ordinarily of from fifty to eighty cadets.

He finds that he is one of a sub-division of seven men and a corporal known as a squad, and that he is under the immediate direction of the corporal.

He finds further that his mistakes are corrected by other cadets who stand behind the company in what is called the line of file closers. These file closers are cadet officers and non-commissioned officers, who have been in the school one or more years, and who have shown ability to command and especial aptitude for military instruction.

The new cadet discovers also that if he is late or absent he is reported by the first sergeant, a cadet who calls the roll or receives reports of lates or absentees from the corporals in charge of squads.

The new cadet learns that the cadet captain takes direct command of the company, but that there is also attached to it in an advisory capacity a member of the faculty known as the tactical officer. This officer inspects the company occasionally, but the cadet captain inspects it at every formation to see that all cadets are neat and well groomed.

Company Spirit.—As soon as the new cadet begins

to get the spirit of things, he finds himself believing very firmly that his own company is the best of the companies which form the cadet battalion. He becomes inspired with the zeal to keep it so, and tries to express this in his efforts at drill and perhaps also by going out for the company teams in athletics.

In the Barracks.—Together with his assignment to the company, the new cadet receives his assignment to his dormitory, which in the military school is designated as a barrack. His room, which he shares with another cadet of about his own age, he finds is in a "division" of barracks and that this division, like the company, is under the command of a cadet officer. An officer of the faculty, however, is also quartered in each hall of the barracks and gives it his supervision.

Sizing Him Up Physically.—The new cadet's first day at the school is ordinarily quite fully occupied in receiving these assignments and undergoing a thorough medical examination at the hands of the surgeon and a series of strength tests and measurements given by the physical director. During the latter, his manner of standing and the way he carries his shoulders and head are carefully noted and special remedial work is prescribed if necessary.

Getting into Uniform.—Learning to be a soldier while in citizen's clothes is rather a depressing thing. At Culver, therefore, the new cadet is immediately provided with a ready-made uniform pending the completion of his made-to-measure outfit, measurements for which are taken after he has acquired his "set-up."

Putting Him on to the Ropes.—Another thing that has been found desirable at Culver is to have the new cadets and a few selected drill masters report a week in advance of the old cadets. This week is devoted to military instruction, to the study of the regulations and to putting the new cadet "on to the ropes," so that his greenness and awkwardness have been largely overcome before the remainder of the battalion reports for duty. This preliminary week also affords the opportunity for a series of tests of the new cadet's mental aptitude and for his very careful academic classification before studies actually begin.

Beginning the Regular Routine.—The second week, therefore, finds him prepared to take up the full daily routine of military school life. This is very systematically laid out. The essentially military school is a firm believer in the theory that better results can be obtained with a boy by plenty of wholesome occupation than by excessive admonition. He is kept constantly occupied, be it at study, drill or play, from the first bugle in the morning until taps at night.

As a result of his busy day he goes to bed healthfully tired at night.

His Hour For Rising.—The early to bed and early to rise precept is rigidly enforced in the cadet's life. He is awakened each morning at six by the peremptory boom of the cannon and the penetrating notes of the trumpet. In this military method of waking people up, he finds little to encourage a second nap. He is seldom known to treat it as most boys do the maternal



(Photo by Keen Bros.)

In the strictly military school cadets form and march to class



(Photo by Inbody)

Interior of Mess Tent



Cadets at Mess—A. and M. College of Texas

summons when at home. In ten minutes he is in his place on the company formation ground engaged in filling his lungs with the fresh morning air in response to his captain's commands of "Inhale! Exhale!" or in circling his arms or bending his legs in the gyrations of the setting-up drill. With this limbering up, he will find it easier during the remainder of the day to walk and sit and stand as a soldier should, and in the course of time an erect carriage will become as natural to him as slouching is to the average boy.

Taking Care of His Room.—After ten minutes of exercising, he returns to his room, puts his own effects in order and makes up his bed. This is a part of the plan of teaching him to be systematic and orderly. Luxuries have no place in the cadet barrack; the rooms are comfortable enough but simple to a degree. When the cadet finds that he must do his own tidying up, the simplicity of the furnishings appeals to him as eminently sensible. If he is "orderly" he is responsible not only for his own things, but must also sweep out the room. He relinquishes this duty with no great unwillingness to his roommate on alternate weeks.

Developing Personal Responsibility.—He finds also that as orderly he is for the time being in immediate command of the fourteen by fourteen square feet in which he lives and must enforce the regulations therein. If anything goes wrong within that space, he is held accountable and, even though he is not himself the offender, he is required to place the responsibility. That is not so hard as it may seem, for if some other

cadet is responsible, he is not in fairness going to let the orderly suffer. The idea of personal responsibility, together with the principle of exercising command, is thus inculcated from the very beginning. In fact, things are so organized in the military school that responsibility may be immediately and definitely placed for anything that may occur at any time or place.

Inspection.—When the inspection call sounds, the cadet, having straightened up his room and completed his toilet, stands at attention in front of his bed. The cadet hall officer, accompanied once a week by the tactical officer in charge of the division, enters the room, looks as searchingly for dust as if it were something he had lost, glances around to see that everything is in its place and passes briskly on to the other rooms in the division.

This cadet, having been tried in the fire of several years' military service and his military metal having been assayed to the satisfaction of the authorities, has been advanced from the limited sphere of commanding a single room on alternate weeks to full responsibility for a whole hall.

The Cadet at Mess.—As a result of the busy hour following reveille, the cadet is quite ready for breakfast at seven. Mess call means that the meal is ready; there is no such thing as straggling in five or ten minutes late. He forms and marches to mess with his company. On marching into the mess hall, he goes to his table and stands until grace is asked, taking his seat at command.

Each mess consists of about ten cadets with a cadet officer at its head who is responsible for the maintenance of good order and the observance of correct table manners.

At mess there is no restriction to conversation, nor do the cadets seem particularly constrained by the fact that they must sit erect, keeping away from the backs of their chairs. Ordinarily there are so many different sections of the country represented at each mess that discussion of school matters and athletics is to some extent interspersed with more broadening exchanges of information.

The abundant and regular exercise gives the cadet an unusual appetite even for a boy. At Culver, we have considered his proper subsistence a very important factor in his health and development. We furnish him a simple but most carefully balanced menu prepared in scrupulously clean, tile-lined kitchens and appetizingly served in a very beautiful mess hall. The cadet's happiness and efficiency are both considerably enhanced by these special provisions.

Study Hours and Classes.—The cadet's academic day begins very shortly after breakfast. He carries quite as many studies as the boy in a civilian school and, perhaps, goes at them with a clearer head by reason of his daily exercise and regular hours.

Call to quarters is sounded by the trumpeter about fifteen minutes after breakfast is over. If the cadet has no recitation the first period he goes to his room for study. No visiting between rooms is allowed dur-

ing call to quarters and everything must be very quiet. Occasionally an officer passes through the barracks on inspection. A glass panel enables him to see whether or not cadets are studying (without disturbing them by opening the door).

If the cadet has a recitation he goes to the courtyard and forms with his class. The ranking cadet, or in some schools the cadet who stands highest in the class, calls the roll and reports absentees and lates to the cadet officer of the day. Three minutes after the assembly for classes the name of every absentee is known. Unless an absentee is properly excused, he is looked up and sent at once to class.

Military Ideals in the Class Room.—When the cadet is marched into his class room he does not leave the military ideal with his hat and overcoat outside the door. When he enters he stands at attention until the section marcher has reported to the instructor and then takes his seat at command. When he sits he sits erect. When he is at the board he uses it for the purpose for which it was intended and not as something to lean against; he is as soldierly in handling his pointer as in the use of his rifle, and as neat in the arrangement of his work on the board as he would be in preparing his room for an inspection. A soldierly attitude in such matters is certainly conducive to clearer thinking and expression.

Classes continue until mess call and are resumed for a time in the afternoon.

The Drill Hour.—The drill call is sounded about

three o'clock. It continues for an hour to an hour and a half. It does not trench on time for his studies. Military training in a well organized school might almost be said to create by its enforced system the time it uses. It cuts out the waste time in the boy's day and gives it to drill.

Drills With a Purpose.—In a truly military school the boy soon finds that drills are not for mere show, but have a real purpose behind them. Probably his manual of arms, the handling of his rifle, is the first thing he has ever been made to do with precision and attention to details. There must be nothing slipshod about it, and it must be full of snap and spirit. In all of his close order drills he must keep constantly on the alert for he does not know what command is coming next and he must obey it instantly. He must not be a fraction of an instant behind his fellows.

As a result, the slow thinking boy is awakened and the inattentive boy made attentive. The obeying of command after command in time also tends to make obedience instinctive.

Keeping Up Interest.—In schools where close order infantry drills continue day after day, the cadets become very tired of them and after a time derive little benefit. At Culver a great deal of attention has been given to making the drills as varied as possible.

After the new cadet has mastered the essentials of the infantry drill, a wide range of interesting practical instruction is afforded him. If he is fond of horses, and most boys are, he may take the cavalry instruc-

tion. He learns to ride without a saddle as do the troopers of the regular cavalry. He is awkward enough at first, but it is not long before he is mounting at the gallop, or standing up on his horse as it trots around the riding hall.

Later on he learns to do more spectacular feats of horsemanship, riding two or three horses at a time. In this way he acquires a wonderful amount of muscle and agility and learns to be perfectly at home on his horse, independent of artificial supports.

He also drills with the troop in the saddle and is taught the use of the saber, the carbine and the pistol.

Appealing Feature.—The thing that appeals to him most, however, is the week-end hike. The long rides across the country, and the camp in the evening, with the horses on the picket line and the bacon sizzling over the camp-fire, is an experience to be remembered all his life. He learns on these hikes to take care of his own horse, to groom, to water and to feed him, to adjust his saddle on the march and to take care of himself in the field.

The Boy with Mechanical Tastes.—The mounted artillery drill is also afforded at Culver. A modern battery with its range finders, its telephonic systems of communication, its intricately constructed guns and carriages, affords an attractive form of instruction to the boy of mechanical tastes. The drill of the field wireless telegraph detachment is also a source of intense interest to many boys.

The engineer company also provides a very popular



(Photo by Miley Studio)

The West Point of the Confederacy
Virginia Military Institute, founded 1839. The V. M. I. except West Point
has furnished more officers than any other institution



A week-end hike with shelter tents—Culver



A Cheyenne Squad Leader and Sponsor

and instructive form of drill. These cadets become very proficient in building spar and pontoon bridges across neighboring streams.

Training His Judgment and Observation.—An important feature of the cadet's training, and one that cultivates good judgment and steady nerves, is rifle practise in the gallery and on the range. Marksman's and sharpshooter's badges are given the cadets under the same rules of qualifications as in the National Guard.

Field exercises, with instruction in scouting that trains the boy to observe closely and to think for himself, come in for their share of attention, and such things as camp cooking, first aid and sanitation, are by no means neglected.

Guard Duty As a Means of Developing Responsibility.—It is possible only to suggest the many interesting and highly instructive features of the drill. At least brief mention should be made of the system of guard duty. Even the youngest cadet has his tour of guard duty. It is a fine experience for a boy to be placed on post as a sentinel with definite orders to enforce and to feel that he is occupying a position of trust and responsibility. The system of guard duty is made a very distinct feature at Culver. The older cadets, several of whom go on each day as non-commissioned officers of the guard and as officer of the day, obtain a great deal of valuable executive experience. Under the direction of the officer in charge, they supervise all formations, see that the day's rou-

tine is carried out as prescribed, keep all records of inspections and reports for breaches of discipline, and keep track of all cadets going on leave from the school or leaving quarters with permission during study hours. They know where every cadet in the school is during every hour of the day. The system in the officer of the day's office is as complete and as effective as that of any up-to-date business office.

The drill period frequently closes with battalion parade. The cadets are drawn up in a long motionless line, resplendent with the white cross belts and glistening brasses of the full dress equipment. The trumpeters sound retreat, the evening gun is fired, and the band plays the *Star Spangled Banner* while the national flag is impressively lowered.

His Leisure Time.—After drill, he has the same opportunities for recreation that are enjoyed by the boys of other schools and he probably enjoys them the more because of his busy day. With his absolute regularity of life and simple wholesome meals he is always in training and it is little to be wondered at that he excels in athletics, especially in football and basketball, where endurance tells.

Company teams and strong inter-company rivalry afford the opportunity for many cadets to go in for athletics. At Culver, football, track, tennis, baseball, basketball, hockey, skating, swimming and boat-racing form the principal sports.

Passes.—Cadets who have no demerits may obtain passes to go off the grounds on holidays, but the effort

is made to furnish every opportunity for amusement within the limits of the academy. The recreation period is considered as important as any other part of the day and it is very carefully provided for. The gymnasium, bowling alleys, billiard and pool rooms, and a moving picture theater for Saturday nights are included in the equipment.

Fun.—Entertainments and lectures are provided each week in the winter, and on special occasions, such as Thanksgiving, Easter and Commencement, the friends of cadets are asked to visit the academy. The glee club and the dramatic club perform for their benefit, exhibition drills are given and dances are held in the gymnasium. On Saturday nights, the band plays during the supper hour and popular songs are sung. On the whole, the cadet manages to have a good deal of fun in the manner suggested and also in other ways that there is no space to describe.

Sunday.—On Sunday mornings he prepares his room for an especially thorough inspection, during which an officer passes his white gloves over all the furniture and sees that underclothes are neatly folded and stacked and everything carefully in its place.

After the inspection the cadet marches to church. The afternoon he has to himself for letters home or a walk in the country or any form of exercise except match games.

The Evening Hours.—In the evening, call to quarters is sounded at seven, and except on Saturday and Sunday evenings, the cadet studies until nine o'clock,

after which he has a half hour in which to relax and undress before turning out his light at nine-thirty. Hardly has the inspector passed and the orderly answered "Right," meaning that he and his roommate are present and in bed, before they are both sound asleep.

A boy once told me that when he first entered the school he thought it was an absurd thing to send a seventeen or eighteen-year-old boy to bed at nine-thirty, but that after a few busy days of military life he came to the conclusion that it was one of the most sensible things that was done. Nine-thirty to six is eight and a half hours for sleep, which in most cases seems sufficient. On Sunday mornings, the cadets may sleep an hour longer.

Bodily Development.—The changes that take place in a boy physically under this régime are very marked. The habit of standing erect with his chin drawn in fastens itself upon him. His muscles become firm and resilient; he takes on a ruddy color and a hard-as-nails look.

In his appearance of physical fitness there is no comparison between the average cadet of an essentially military academy and the average boy of the civilian school. The cavalry drill is an especially fine form of exercise. I have seen many an under-developed stripling grow strong and sturdy in a few months in the riding school.

Taking the Kinks out of Him.—If the cadet needs special developing, he is put under an expert in the

gymnasium. If he has some lateral curvature or a bad position of the neck or head, he is given a long patient course of special remedial work with mirrors and plumb line to guide him. I have had a number of photographs made of cadets stripped at the time of entrance and again at intervals of several months. The photographs register most remarkable improvement physically, but even more striking in many cases is the change in physical expression; the tightening up of the lines around the mouth and the coming into the eyes of a more purposeful look.

Acquirement of System and Order.—A lack of system and order is perhaps one of the most serious defects in American boys. A boy who has been taught to do things systematically will in his business life possess a decided advantage over boys who have not been so trained.

It can not be claimed that military training will make every boy systematic and orderly but it will have this result in many cases. In other cases, it will at least give the boy a better idea of the value of such things and create in him the desire ultimately to correct his own shortcomings.

A great deal depends on the character of the training. If the cadet sees around him every detail of the school's administration conducted on the soundest business principles of economy and efficiency, and if he himself is pursuing day after day an absolutely systematic schedule, he can not escape the effects. If,

also, he is consistently made to practise neatness and order, he will surely profit from it.

Taking Care of His Room.—The plan of having cadets care for their own rooms is one means adopted by the military school for affording this practise in orderly habits. A boy is much more apt to acquire the habit of neatness when required to pick up his own things than he is when he has a mother or a maid to pick them up for him.

If he merely learned, however, to clean up his room, little would be gained, but with a full schedule and the minutes at a premium he is apt to reach the point where he concludes that it would be highly desirable and a great economy of time not to have to pick up things at all.

Putting Things Back Where They Belong.—This state of affairs he may bring about by schooling himself to put articles back where they belong the instant he is through with them. He is encouraged somewhat in this more helpful view of the situation if the inspections, instead of being made at stated times when he is notified to be ready for them, are made at odd intervals; just after he has changed his clothes and rushed off to drill, for instance.

Special Furniture.—He is further helped if the furniture is of special construction, not only with a place for everything, but with a place to which things may be returned with a minimum of delay.

At Culver, a great deal of thought has been given to the designing of such furniture. It is not only very



Shows measurements in progress



Cadets before a plumb line on a mirror taking remedial work to get the kinks out



Improvement in nine months

compact, but any article may be removed without disturbing others. There are no drawers to be mussed up, but sub-divided shelves for each separate kind of clothing, except outer clothing, which is hung so that no garment is in front or in the way of another.

That boys do backslide and disappoint their mothers when they go home from military schools is true, but if the training has been good they will show its effects after the reaction that accompanies a release from close discipline is over.

The Cadet's Spiritual Life.—The spiritual phase of education is the most difficult, but the most important. Whenever this element is an incident of minor consideration the school fails in its most essential function. In Culver, we aim at faith rather than dogma, at inspiration rather than a code, at a spiritual atmosphere rather than positive instruction. It must be approached with urgency and reverence. Mere morality from the spiritual impulse misses the mark. It lacks vigor and life. The teacher must devise his own methods. He must select his own avenues of approach. Morality has been defined as man's relation to man, and religion as man's relation to the universe. In the formative period this question of relationship must have a place—a large place.

We approach this problem through the personality of the teacher, through an organized Young Men's Christian Association, and by bringing the students in personal contact with the spiritual leaders of the nation.

The Daily Schedule.—The following is the schedule in force at Culver, which with some modifications is essentially that of other schools of the same type:

NATURE OF DUTY	MONDAY P. M. TO SATURDAY NOON	SUNDAY (Saturday P. M. Same as Sunday P. M.)	MONDAY A. M.
	A. M.	A. M.	A. M.
Reveille—1st call	5:50	7:00	5:50
Assembly	6:00	7:10	6:00
Sick Call	6:25	8:40	6:25
Police Inspection	6:35	7:40	6:35
Breakfast—1st call	6:45	7:50	6:45
Assembly	6:55	8:00	6:55
Study and Recitations	7:50 A. M. to 12:50 P. M.		
Inspection of Quarters		9:00	
Battalion Inspection—			
1st call			9:30
Assembly			9:40
Church Call		11:00	
Assembly		11:10	
	P. M.	P. M.	
Dinner—1st call	12:55	12:50	
Assembly	1:05	1:00	

The battalion is marched directly from dinner to chapel exercises. On Monday, Tuesday and Thursday, chapel exercises are of fifteen minutes' duration. On Wednesday and Friday, the spelling period is omitted, and this period thrown into the chapel exercises.

	P. M.	P. M.
Spelling—1st call	2:10	
Assembly	2:15	
Help Period	2:25	
Drill—1st call	2:55	
Assembly	3:05	
Recall from Drill	4:15	
Guard Mounting—		
1st call	4:25	On Sunday Immediately
Assembly	4:35	After Church.
Supper—1st call	6:05	6:00
Assembly	6:15	6:10
Call to Quarters	7:25	7:10
Tattoo	9:25	9:10
Call to Quarters	9:40	9:25
Taps	9:45	9:30

Saturday afternoon schedule is the same as Sunday. Monday afternoon schedule is the same as other week days. The weekly holiday consists of Saturday afternoon and Monday forenoon.

CHAPTER IV

THE FACULTY OF THE STRICTLY MILITARY SCHOOL

THE head of a strictly military institution in conformity with the West Point custom is ordinarily designated as the superintendent. Usually, he is a man who has had military training. Unless such is the case, the institution is not likely to achieve the highest degree of success in the application of the military system. The superintendent does not as a rule take active part in the military instruction of cadets, but necessarily determines to what extent the school shall be conducted in harmony with military traditions.

The superintendent naturally has the immediate government of the institution, and all officers, instructors, cadets and employees are under his command. All applications for unusual privileges and cases of severe discipline are referred to him for his judgment and approval.

The Academic Staff.—The faculty is ordinarily divided into an academic and a military staff. In the smaller schools the two overlap, but in some of the larger schools they are quite distinct. In general, the members of both staffs are given military rank and appear in uniform while on duty. The rank is usually

local; however, in some institutions commissions are conferred by the state, either on the entire faculty, or on members of the military staff alone.

The head of the academic staff has immediate supervision of the classification of cadets, the arrangement of curriculum and the methods of instruction. He is variously designated as the president of the academic board, the head master, director of studies, etc.

He is responsible to the superintendent for the proper conduct of the academic work of the school. The members of the academic staff at Culver are designated as captain and instructor, first lieutenant and associate instructor, second lieutenant and assistant instructor. Each academic department has its own head who is a full instructor and also receives extra compensation. He, in turn, is responsible to the head of the academic staff for the work of his department.

The Military Staff.—The military staff, as its name implies, is directly responsible for the military training and instruction of cadets. At its head, is the commandant of cadets. This position requires a man of unusual judgment and experience. He must combine with thorough military training more than ordinary ability to deal with boys.

Many a school has failed as a military institution because this post was inadequately filled. The commandant of cadets, as his name implies, is in immediate command of the battalion of cadets; he is also the

chief instructor in military tactics and is responsible for discipline.

The Professor of Military Science.—In some institutions the post of commandant of cadets is filled by the officer of the army detailed to the institution by the War Department, as professor of military science. In others it has seemed best to appoint as commandant of cadets, one who is permanently attached to the institution and who may study its needs and requirements over a long period of years. In such cases, the professor of military science acts in an advisory capacity to the superintendent, but does not take immediate charge of discipline. The professor of military science lectures to the cadets and in general directs the system of military instruction in harmony with the requirements of the War Department.

Other Military Instructors.—At Culver, the military staff, in addition to the two officers mentioned, consists of an instructor of cavalry, an instructor of military engineering, an instructor of artillery, an instructor of target practise and six instructors of infantry. Each of these officers is in command of a company of the corps of cadets. At West Point, the barracks are under the immediate control of cadet officers. In military schools where younger boys are in attendance, it has been considered desirable to have officers of the faculty quartered in barracks, cadet officers acting as their assistants in maintaining discipline.

Oversight of Cadets.—A complete system of inspection keeps the cadet very closely under the supervision



Constructing a Pontoon Bridge—Culver



Building a Spar Bridge across a Stream twenty-seven feet wide—Culver



Instruction in Trestle Bridge Building—Western

of his instructors. These inspections are designed to insure not only close conformity to the regulations in the matters of conduct, but also to see that study hours are carefully observed and that the quarters are kept in neat and soldiery condition.

These inspections are made by officers quartered in barracks, by the officer of the military staff who is especially "in charge" of discipline for the day, by the cadet officer of the day and by cadet officers who are assistant inspectors of divisions of barracks. Some of these inspections are made during study hours and some during recreation; one inspection is always made between the hour of retiring and the hour of rising.

Superficial Oversight and Oppressive Surveillance.—There is no spying on the cadet, no sneaking around to catch him unawares. It is understood that his officers are concerned, not so much in catching him in breaches of regulations as in discouraging him from breaking them. I do not mean to say that a system of supervision can be devised that will eliminate every opportunity for the cadets to do wrong. It would be unwise even to attempt it. For the boy to be eternally under the eye of the instructor would not only be oppressive, it would be unproductive of the best results.

There is a happy medium between superficial oversight, which allows serious abuses to creep in, and nagging, distrustful surveillance that breeds antagonism. There is some tendency for the cadet to react when first released from strict discipline of the military academy, but if the school has imparted ideals as well

as discipline it is my experience that the reaction at worst will be brief and not very serious.

Relations Between Cadets and Officers.—The intercourse between officers and cadets on duty is always formal. Cadets in meeting officers extend the military salute, which the officers punctiliously return.

The cadet is taught to understand that the salute is not in any sense an expression of servility, but an exchange of courtesy between gentlemen in accordance with the military custom, the junior saluting first.

For this reason, cadets are cautioned that perfunctory salutes are bad form and that a salute to be really courteous must be rendered with spirit and precision. If an officer approaches cadets who are seated, they stand at attention. This rule does not apply in the reading room, recreation rooms or on the athletic field unless the cadet is spoken to by the officer.

There is none of that lolling against the teacher's desk and greeting him with, "Say, I would like to know, etc." A cadet reporting to an officer stands squarely on his feet and saluting, says: "Sir, Cadet ——— reports his presence." On receiving the officer's acknowledgment of his report the cadet states his business in a direct, businesslike and respectful manner. If the officer wishes to talk with the cadet in a friendly and informal manner, he may ask him to be seated, but at the conclusion of the chat, no matter how informal, the cadet comes to attention, salutes and takes his departure in military fashion. The improvement that this strict observance of military

courtesy makes in the bearing and attitude of the average boy is very striking.

Formality Not Necessarily a Barrier.—Despite this formal intercourse between officer and cadet, there is real respect and understanding between the two. Off duty, there is friendliness without the "slap on the back intimacy" so destructive of real influence.

Capable teachers, men who have a real genius for handling boys, are hard to secure. The problem is even more difficult in the military school. The careful observance of the rules of military courtesy, the salutes, the standing at attention, the use of the "sir," inculcates respect for authority and good manners, but they may interpose a barrier to reaching the real boy unless the teacher or officer is possessed of just the right qualities of tact, discrimination and good judgment.

CHAPTER V

STUDIES AND METHODS OF INSTRUCTION IN THE MILITARY SCHOOL

THE military school differs very little, if any, from the civilian preparatory school in its courses of study. Its methods of instruction, however, are more or less influenced by the military traditions of the school and its daily schedule is necessarily made more full by the addition of military drill. Since the drill supplements the curriculum of the civilian school, it is fair to ask whether it trenches on the boy's time for study.

Does Drill Interfere?—The time that is given to actual drill is, in part, time that goes to waste in a less carefully organized schedule and in part it is time that the boy in the civilian school would have to himself. This does not mean that the cadet is overworked. Not including meals, he has from an hour and a half to two hours recreation daily.

He also has Saturday afternoon, Sunday afternoon, a part of Monday forenoon, and Saturday and Sunday evenings. If necessary, he may readily give even a portion of this time to extra study since he gets a fair amount of daily exercise from the required drills.

Ordinarily, however, if he makes good use of his

time, he will find sufficient opportunity to prepare his lessons in the regularly allotted study hours.

At Culver, a cadet has per day an average of four periods of recitation of forty-five minutes each with two hours and a half for study during the day and two hours and fifteen minutes in the evening. This will be found to differ very little, if any, from the average allotment of time for study and recreation in the civilian school.

Special "Help" Periods.—At Culver, a special "help" period is included in the day's schedule. During this period, instructors are required to be on duty in their class rooms and to give assistance to cadets who call on them. This does not preclude the giving of assistance at other times, but it furnishes a definite period for that purpose when no other duties conflict. Cadets may be instructed to report during this period or they may go of their own volition.

I do not know of this system being employed elsewhere. It is not given, therefore, as a typical arrangement, but simply as a scheme that has worked out very satisfactorily in practise. It is in harmony with the military idea of having a definite time for every important thing and furnishes assistance more comprehensively and effectively than is possible under a schedule with no designated time for this purpose.

Danger of Military Features Overshadowing the Academic.—There is a danger that the military features of the school may overshadow its academic work, but such need not be the case. No institution in the

country has been able to maintain more rigid standards of academic efficiency than West Point, yet the time and attention given to purely military parts of the curriculum are necessarily much greater than in private military schools.

West Point, however, puts a high premium on academic efficiency. The relative rating of cadets in the academy, their rank at graduation, the arm of service to which assigned, in fact, the particular cast of their life's work, is determined by their class standing.

It is necessary for private military schools likewise to place a high premium on scholarship and to guard against class-room duties becoming eclipsed by those military features which make a more ready appeal to the cadets' interest.

Satisfactory academic work as a requirement for promotion to military rank, the appointment as class marcher of the cadet who stands highest in his section, and the awarding of special insignia to men who win academic honors, afford tangible evidence to the cadet that the authorities wish to encourage good class-room work.

But these are not sufficient in themselves. If a cadet is permitted to rock along with half prepared recitations and slipshod work in the class-room while a high degree of accuracy and thoroughness is required of him on the drill field, he will very naturally conclude that his studies are considered of less importance than drill.

It becomes doubly important, therefore, that any

failure of the cadet in his academic work should receive careful and effective attention.

Supervision of Class-Room Work.—The supervision of class-room work and the investigation of the cause of any failure of cadets to keep up to the required standard are duties of the head of the academic department. To him must be reported each day, cadets who fail to keep their work up to the standard of which they are capable or who neglect to bring assigned work to the class.

These cadets may at his discretion be required to report to study hall during the recreation period, or may be required to prepare their lessons during study hours in the study hall instead of in their rooms. Study hall is maintained both in the evening and during the day. In fact, two study halls are maintained: one for cadets who really need assistance, and one for cadets who need only to be made to study.

In the latter class, will fall those boys of more than usual ability who are satisfied with mediocre work, and who, unless they receive as definite attention as the boys who need actual assistance, will fail to get the discipline that comes from hard work and will probably go out from the school less efficient workers and thinkers than some of their slower comrades. It is not always an easy matter, as teachers know, to determine when a boy is working up to the limit of his ability or to distinguish between the boys who require assistance and those who merely need prodding.

During the last few years at Culver considerable

study has been given to the matter of determining a coefficient of efficiency for each cadet; something that will supplement the judgment of the teacher in determining whether or not he is working up to the limit of his ability and that will also give a more scientific and satisfactory basis for his classification.

Mental Tests.—In this connection a new position has been created in the faculty; that of consulting psychologist. In addition to conferring with teachers in regard to class-room methods of grading and with individual cadets in regard to their methods of study and other particular difficulties, he has given much attention to correlating a system of mental tests from which may be gained a fairly accurate idea of the ability of each cadet and his probable aptitude for certain lines of effort.

These tests, like the medical and physical examinations, are given to all cadets on entering the academy. To avoid a feeling of restraint and embarrassment they are first given to groups and later those cases that seem to warrant special study are given more extended individual tests.

Enhanced by Uniform Life of Cadets.—The uniform conditions under which all members of a military school live and study render it possible to make comparisons and deductions from psychological tests with a much greater degree of reliability than would be possible in other schools. It is for this reason that Culver was able to attract from a large university one of the most active investigators in the field of mental tests.



Cadets at Target Practise—Culver



Review of Salt Lake High-School Cadets
One of the crack high-school cadet corps of the country



Members of Indiana State Board of Education Watching Drills
of High-School Cadets

The West Point Plan.—Many military schools have adopted the West Point plan of dividing the classes in each subject into small sections. The number of cadets in each section rarely exceeds ten or twelve and in those sections which contain the more backward students there are frequently not more than five or six.

This, of course, necessitates a large teaching force, but it results in the students covering the subject with greater thoroughness, avoids crowding those who are slower or holding back the more apt, and makes its possible to require daily recitations from each cadet and to give the individual a greater amount of personal attention.

Under such a system, there is naturally more opportunity of correcting the wasteful and unscientific methods of study so characteristic of most preparatory schoolboys. It is needless to say that the boy who has really learned to work goes to college with a much more valuable asset than a list of credits or a mind crammed for an entrance examination.

Special Provisions for Boys Not Going to College.—There are many boys who will benefit by a secondary school education who would not find it worth while to go to college. These boys as a rule require a degree of guidance and help that can not be afforded in the large classes of the high school. It is doubtful also whether our best private schools make adequate provision for this type of boy. The course in such schools as a rule is shaped almost entirely with a view to preparing boys for college.

Developing Executive Qualities.—Boys of the type referred to, however, are worthy of the best efforts of the private school. The military system frequently discloses in this type executive ability and other qualities which will enable the boy to attain a high degree of success in business or commercial pursuits. It is for this reason, perhaps, that schools like Culver have considered it especially worth while to give these boys an unusual degree of help and guidance and, in some cases, to make special provision for them in their courses of study.

At Culver, a business course is offered which has been prepared with as much care and attention as the courses designed for boys who are preparing for college. This course is not analogous to that of the business colleges. It includes such electives as stenography, bookkeeping and commercial law, but its aim is to give the boy fundamental principles rather than commercial practise, and in addition to afford him as much general information and cultural training as possible.

Moderate Ability.—In affording the special help and guidance that will enable boys of very moderate ability and boys who lack a taste for books to graduate from the school, some risk is run of encouraging these boys to waste time in attempting a college course from which they will be unable to derive any adequate benefit.

To regulate this in a measure, Culver will not recommend for admission to college without examination boys who fail to make grades of eighty or above in all

of the subjects of the last two years. From time to time, boys who are below this standard succeed in gaining admission to college and fail to do credit to the school. This consideration is more than offset, however, by the training for useful citizenship that has been given many other boys who without the incentive of a diploma and without special help might have been denied the opportunity afforded them by a secondary school course.

CHAPTER VI

COOPERATION OF CADETS IN MATTERS OF DISCIPLINE

A DISTINCT feature of the military school system is the obligation of cadets when on duty to report fellow cadets who violate the rules. The cadet, off duty, will no more tell tales on his fellows than the boy in other schools. When the relationship is purely that of comrade to comrade, it is not expected of him, but on duty it is different. In all military schools the cadet officers, the marcher of a class, and the sentinel on duty, are expected to report breaches of discipline on the part of their fellows. Sometimes this is not conscientiously done and where such is the case, the effect is evil, both on the boy who is pretending to do a duty which he fails to perform and on the boy under him who gets such a bad object lesson in fidelity to a trust.

"Off Duty" and "On Duty."—Under an honor system, cadets may be made to understand the difference between being on duty and off duty, and a roommate or a chum may be reported without giving offense if the report is just. It is understood that the action is impersonal and a matter of duty.

It is not easy to bring this about; it requires careful molding of the traditions of the school and keeping

constantly before the cadet officers the highest ideals of duty.

Cadet Officers' Responsibility.—It can be accomplished, however, and it can be carried to a point where cadet officers feel a responsibility, even off duty, for anything which affects the honor and good name of the school. When this point is reached something very vital has been gained, for however vigilant the officers or teachers of the school may be, they can not know everything that goes on below the surface of outward conformity. But if they can inspire the cadets themselves to be the guardians of the best interests of the corps in these vital matters, then, indeed, may they say to the parent, "This school is a safe place for your boy."

Effect on Character.—The system of appointment of cadet officers and the administration of discipline through them afford one of the finest features of the military school. Service as a cadet officer furnishes a valuable opportunity for the rounding out of character and for the acquirement of executive experience. The minute a boy is given discipline to enforce he sees the other side of the shield; he acquires balance and a sense of proportion; the view-point of the governor as well as the governed. I have seen preparatory schoolboys gain from their experience as lieutenants and captains a poise and bearing that would be more than marked even among mature college men.

In the best schools the greatest care is exercised in the selection of these cadet officers. Those on whom

the most responsibility rests are the commissioned officers, the captains and lieutenants, chosen from the most mature boys of the senior class. No one who has served less than two, preferably three years, is selected.

Prime Requisites.—There should be abundant opportunity before such responsibility is placed in him, not only for the boy to become thoroughly imbued with the best traditions of the school, but for those who appoint him to become familiar with his every trait and tendency.

That the boy should be showy in appearance, even that he have force and ability to command, are not sufficient. Great care must be exercised to guard against the danger of jingoism and the spirit that manifests itself in the swagger of the swashbuckler. That the candidate for promotion is trustworthy, that he is able to resist the lure of popularity in the strict performance of his duty, that he is conscientious, that he is instinctively fair and honorable,—these are the prime requisites.

Judging Fitness for Promotion.—These things can not be determined in a few hours' thought in making up a list at the end of a year. One of the most important things that has been worked out at Culver, is a system of efficiency records which keeps throughout the year the qualifications of the boy constantly in the minds of those who are finally to judge of his fitness for promotion. By this plan the estimates of character and merit on which appointments are made

at the end of the term are as nearly correct as it is humanly possible to make them. By this plan the danger of putting into positions of trust and responsibility boys who will use their influence harmfully is reduced to the minimum.

Training of Cadet Officers.—The cadet officers having been wisely chosen, it becomes necessary to train them with the greatest care. There must be the closest cooperation between cadet officers and officers of the school, but there must be the nicest distinction between cooperation and carrying too much of the boy's responsibility for him. Herein is where a serious mistake is sometimes made. The boy's office must mean more to him than the opportunity to wear chevrons and to give mechanical commands at drill.

While each company has attached to it an officer of the school, he is there in an advisory capacity; the actual handling of the company is done by the cadet captain.

Relation to Other Cadets.—It is impressed upon him that it is not sufficient for him merely to instruct the members of his company in marching and going through the manual of arms, to prevent trifling and talking, and require obedience. He must take a keen interest in the welfare of every boy in his company. His relationship must be such that the boy will be willing to come to him for advice in intimate matters and talk to him about things that, because they perhaps involve his comrades, he would hesitate to speak about to an officer of the faculty.

Zeal Tempered with Kindness and Fairness.—The captain must be taught also that he has a responsibility for the other company officers under him. If a newly appointed corporal in the first enthusiasm of his new honors is overzealous and antagonizes and ruffles the cadets in the company by noisy and unnecessary corrections, he has to be straightened out. If some one has been unfair, has really "got it in for some cadet," a thing that does not often happen with careful selection, here again the cadet captain must take a hand and see that the offending one is removed from the position he abuses. He must encourage and stimulate those who are not doing well, meet and talk to them from the vantage point of being a fellow cadet. He must "weed" out the mere "knocks" and take the just grievances of his men to higher authority when he can not adjust them.

It is amazing how successfully this sort of thing is done by boys of seventeen and eighteen. Unless this phase of the cadet officer's duty is strongly emphasized, the system is of little value either to the school or to the boy who has won for himself by diligence and fidelity the award of an officer's chevrons.

CHAPTER VII

THE SYSTEM OF DISCIPLINE IN THE STRICTLY MILITARY SCHOOL

THOSE who regard discipline in a narrow and restricted sense as something that applies only to measures that must be taken with boys of an unruly type, are apt to conclude that because the military school stresses discipline it specializes in those boys whom their parents or civilian schools can not control.

This is a mistake. Military schools of the best type are as careful in the character of the students admitted as are the best civilian schools, and, perhaps, have the advantage of the civilian school in possessing a system which reveals with greater certainty and with less loss of time any boy of undesirable influence who may have slipped through despite the safeguards to admission.

The Need for Discipline.—Quite apart from the boy of bad character, however, is the average American boy who is notably lacking in respect for authority; and the son of the wealthy and well-to-do, for whom life has been too easy; and the only boy, of whom there are many, and around whom the home circle has revolved until he has become selfish and self-centered. There is to be considered also the fact that a time

comes in the life of every normal boy when he chafes under home discipline and when others can deal with him more effectively than his parents.

Building of Character.—Discipline should not be a side issue or a by-product of the school. There is too much emphasis laid on mere book learning; too little on the building of character. "The next twenty pages in history; the next ten problems in algebra," make definite tasks that take care of themselves. The discipline of the boy's moral nature, the strengthening of his moral fiber, should receive positive, definite, attention. Any system should be welcomed that tends definitely to bring out the best that is in a boy, that develops his sense of honor and of duty and that teaches him to obey that he later may learn to command.

Effectiveness of the Military System.—The military system accomplishes these things effectively because it appeals to the boy. It fails to appeal only when it is a hollow sham to tickle the fancy or lure pupils, as it unfortunately is in some schools.

But if it is real it exercises over him a subtle and far-reaching influence; it makes him submit himself to a system of plain and wholesome living and to restrictions under which he would probably rebel in any other type of school.

There are over-indulgent parents and spoiled children in every generation, but there are also in this generation many thoughtful and earnest parents who find themselves, in the face of modern conditions, powerless

to train and safeguard their children as they would during that period of greatest danger, from fourteen to twenty.

Needs the Home Can Not Always Supply.—The boy needs oversight at that time of the most careful and tactful nature. He needs a normal wholesome atmosphere, regular hours, simple diet and abundant exercise. He needs to be thrown on his own resources just far enough, but not too far. His sense of honor must be appealed to but undeveloped character must not be placed under too great a strain.

He must learn by suffering the penalty of his mistakes not to make them a second time; but the penalties, if they are not to antagonize and lose their effect, must be impersonal and meted out with exact justice. Rewards must also play their part. Such conditions are almost ideally provided by an intelligently applied military system.

The Discipline Must Be Real.—Some schools have been timid about applying the military system. They have been fearful of scaring boys if they made it too hard. The result, as a rule, is a discipline that is poverty-stricken in results.

Boys are not afraid of a few hardships if they are sure that they are getting the real thing. They may do a little grumbling now and then, like the rest of us, but they will enter into the spirit of a thing that they respect. They have a fine contempt for the imitation. They do not like to feel that they are simply "tin" soldiering.

Playing the Game.—I have seen boys who had been brought up in ease and luxury, grooming horses on the picket line, peeling potatoes in the field kitchen, on an overnight march, or standing guard on a cold rainy night, and doing it cheerfully with never a thought of not playing the game. And I have seen many a youngster around whom the home circle had revolved from the day of his birth, obeying, without question and with the most soldierly spirit, the orders of cadet officers and sentinels of his own age and younger. I have seen the amazement and sometimes the amusement of parents because their boys on the very day of entrance have so caught the spirit of the thing that apparently their whole attitude toward obedience and promptness had undergone a transformation.

Where the traditions are right and the true military spirit prevails the boy senses it immediately.

Illustrating the Effect on the Boy.—A specialist who visited a certain school said to a boy who had been under his care, "You hear better than you used to." "You have to hear here, sir," was the immediate response. This conveys a very good idea of the boy's attitude toward military discipline, as does the remark that a bright youngster made to his mother on his return home for his first vacation: "Mother, " he said, "why haven't you all these years told me 'do it' instead of 'won't you do it?' It would have saved me hours." Strangely enough, however, the mother's "do it" would probably not have been so effective as the "do it" of

the smallest corporal with the badge of military authority on his sleeve and the atmosphere of military traditions behind him.

During an experience of seventeen years with some six thousand boys, I can recall but few cases of direct disobedience to orders. Of course, under military rules direct disobedience means expulsion or some heavy penalty. Talking back is a serious offense, but it takes something more potent than the mere fear of a penalty always to keep in check the quick temper and to secure unquestioning obedience and respect for authority from the very start,—especially when so frequently these things are not required at home.

Respect for Authority.—If the boy merely obeyed under the influence of military suggestion and continued to argue matters at home, little would be gained. As a matter of fact, however, his life, month after month, in an atmosphere of discipline, inculcates a real and permanent respect for authority. I have the testimony of many parents to that effect.

I have no particular reference to the so-called unruly boy. This lack of respect for authority is quite a common trait in the American youth and any system that corrects it effectively renders a distinct service to the boy, his parents and the state.

A Surgeon's Testimony.—Doctor Austin A. Hayden, a Chicago nose and throat specialist, and member of the faculty of Rush Medical College, told me that the effect of military discipline had manifested itself in a very interesting way in connection with his practise

at Culver. The institution had made especial arrangement with him to operate on those of its cadets who, from time to time, were found to be handicapped by enlarged tonsils, adenoids and similar ailments. In every one of these cases, he said, he had been able to operate perfectly with the use of merely local anesthetics. He was not only able to operate much more speedily, but also more effectively. The boy did exactly what he was told the instant he was told and submitted unflinchingly to the operation. In no other type of school, he said, could he have done this in every case. The difference to him was most marked.

Hazing.—On account of its character as a government institution, a great deal of publicity was given at one time to the alleged mistreatment of new cadets at West Point, and in the minds of some people an association grew up between military schools and hazing. Hazing is no more a necessity in a military school than in a non-military school. That has been demonstrated by its practical elimination from the government schools. As a matter of fact, I have heard of more brutal forms of hazing in some of the colleges than I have ever known to be practised in military schools.

Unquestionably, the greenness of the newcomer is emphasized at first by his utter unfamiliarity with military customs and requirements and undoubtedly this mental awkardness furnishes a strong temptation to the upper classmen to have fun at the new man's expense.

The opportunity should be given for this first awkwardness to wear off before the older cadets appear on the scene.

After all, however, hazing must be controlled largely by the sentiment of the cadets themselves. Doubtless in some of its milder forms it has proved beneficial. I remember a case that once came to my notice of a new boy who walked over from the hotel permitting his mother to carry his suit-case. I learned afterward that some of the upper classmen had occupied this young man's leisure time for several days afterward in making him carry his suit-case up and down the stairs of his barrack.

Undoubtedly they taught him a lesson in gallantry that could not have been so effectively imparted through more official channels. But boys as a rule do not show much discretion in these things and any latitude is apt to be abused. Real esprit de corps is not cultivated by hazing and much more harm than good results from its practise, for the bully takes refuge under such a system and is protected by it.

Excuse Offered.—The discipline of the conceited and stubborn is the excuse usually advanced for the practise of hazing, but the legitimate use of military discipline and the traditions of the school are effective with the majority of such boys and it is better to drop from the school those exceptional cases in which military discipline is not effective than to permit hazing in any form.

There is really less excuse for hazing in a military

school than in any other. If the discipline of the school can not command the new cadet's respect without being reinforced by hazing, the discipline is not of the best sort.

Sentiment Against Hazing.—I have found that even invariable dismissal of offenders will not control hazing, but that it is necessary, in addition, to cultivate a sentiment against it among the cadets themselves. Even then, interference with new cadets will occur, but it will be sporadic at least and not a practise. For ten years I have not known a case that was in the slightest degree serious although it has been necessary, from time to time, to dismiss cadets for this offense.

I believe such, in general, is the experience of the best military schools and that for the most part they are as free from hazing as any institution can be in which live red-blooded boys are gathered together. The rules of the school generally prescribe not only that no tricks or pranks shall be played on the new cadet, but also that no service shall be required or accepted of him.

The School Must Rule.—Every school, at one time or another in its history, has had to deal with the concerted action of students to disobey a regulation or to show disapproval of some official action. The discipline of the school is forever influenced by the stand it takes in such crises. Especially is this the case in a military school.

Combinations Against Authority.—If the boys feel

that they can awe the authorities by mere show of numbers and that the numerical strength of those committing an offense can tie the hands of the school in inflicting a suitable penalty, there will be endless trouble and discipline will become to a large extent a farce. Such issue, of course, should be prevented by all possible means and every opportunity should be given for the presentation of just grievances; but if such crises come there is but one way to deal with them. The school must rule, not the student.

A Drastic Stand for Discipline.—The only serious difficulty of this kind at Culver occurred very early in my experience as commandant of cadets. Two cadets had been dismissed for going beyond bounds after night. One was an exceedingly popular fellow. They were to leave for their homes on an evening train.

That evening in the half-hour recreation period immediately after supper one hundred and four cadets, in order to show their disapproval, left the grounds and went to the depot to see the dismissed cadets take their departure.

At call to quarters their absence was reported. A far-off sound of yelling in the direction of the depot gave a clue to their whereabouts. A hurried ride brought me to the young mutineers.

At first there was a tendency under cover of the darkness to disregard the command to come to attention and "fall in," and it was necessary by riding among them to disperse groups that were apparently trying

to get together and decide what next move would have the backing of the crowd.

When men were called by name, however, their training promptly asserted itself and discipline finally prevailed. The one hundred and four cadets were formed and marched back to barracks in fairly good order. There were some very fine boys in that escapade, and yet there were some very vital principles involved. Only one thing seemed possible to me under the circumstances: the dismissal of the offenders.

No Safety in Numbers.—Under military discipline a combination to show disapproval of the official action of the authorities is a most serious offense, and under the rules, punishable by dismissal; also under the rules of the school, absence from the grounds after night was punishable by dismissal. These hundred and four cadets had been guilty of both offenses and the two cadets who had been dismissed had been guilty of but one offense. If these hundred and four were not dismissed the precedent of safety in numbers for almost any breach of discipline seemed inevitable.

Culver was a young school then: one hundred and four was just half of its enrollment. It seemed ruin either to dismiss or not to dismiss. On the return to barracks before breaking ranks the cadets were told of the decision to recommend their dismissal to the superintendent. They were then ordered to quarters under arrest. They went quietly, stunned by the sudden realization of the seriousness of the escapade. The superintendent forwarded the recommendation of

dismissal to the trustees and their reply was laconic and to the point: "There is nothing else to do. If the boys are to run the school we had best discontinue it at once. It would be better to use our buildings for barns and fill them with hay than to try to run a school that way." And so the hundred and four were sent home. Some of the parents sadly agreed with the school that it was the only thing to do, some said nothing, and some were very indignant.

The Cost of Discipline.—Trying days followed. The newspapers published sensational accounts of the affair. The school was condemned for high-handed and unsympathetic treatment of a mere boyish prank. An exception was a satirical but not unsympathetic little editorial that appeared in the old *Chicago Record*: "In these days," it said, "when the pranks of students range from petty larceny to manslaughter it seems incredible that a small Indiana institution should have the temerity to expel one hundred and four students for merely defying the authorities and breaking the regulations of the school. We refuse to believe it until we have more convincing evidence. . ."

An indignation meeting of parents was held in Chicago and lawsuits were threatened. The school, however, stood its ground. Later on, many of the cadets having good records, whom it was certain had no part in instigating the trouble, and especially cadets in their first year, were reinstated, but the effect of the school's action was not vitiated thereby, and the stand it took still lives in the tradition of the school and is referred to by cadets as the "big fire."

CHAPTER VIII

REWARDS AND PENALTIES IN THE MILITARY SCHOOL

THE awards offered by the military school are effective because they appeal to every boy's ambition and because many of them are such as every boy may win. The penalties owe their effectiveness to the fact that they are peculiarly impersonal.

Opportunities for Promotion.—Foremost of incentives to boys in the military school are the opportunities for promotion. To become even a corporal stirs a boy's pride and ambition as does no other experience in school life.

I do not except even the winning of his school's athletic emblem. The one means an achievement in a single phase of the school's activities; the other takes into consideration practically every attribute of the boy.

The one is an emblem of service rendered in a single field; the other is an emblem of service to be rendered in connection with every phase of the whole school life. The chevron carries with it not honor alone, but a great deal of responsibility.

Other Rewards.—The awarding of a collar device which may be worn by any cadet who has achieved a certain standard of efficiency works amazingly well.



The Agricultural and Mechanical College of Texas
One of the few Land Grant Colleges in which the students are constantly under military discipline



The Citadel at Charleston, South Carolina
Has achieved distinction for the character of its military training



Corps of Cadets—Cornell University

It is surprising how boys will strive for a little thing of that sort.

It has been utilized at Culver with gratifying results in the matter of carriage. For a long time, it was noted that many cadets, when out of ranks and not under official supervision, relapsed into careless ways of standing, sitting and walking, and that if this were overcome to a large degree in the first year, there was a tendency to backslide in the second year when the novelty had worn off. Especially was this tendency noticeable among a certain class of old cadets, who felt that they had no chance of promotion.

The rule was made that a cadet must acquire and maintain a good set-up at all times before he could be permitted to wear the school insignia on the collar of his uniform. That rule has resulted in one of the most uniformly well set-up corps of cadets I have ever seen.

Merit System.—To offset the demerits assigned for breaches of discipline there is a system of merits; these merits being assigned for "best room" at Sunday morning inspection, "best room" at daily inspections for the week, "neatest personal appearance" in his company and "no lates" for a week. It is surprising how effective these merits are in helping the system of discipline to "work both ways."

If rewards and incentives and interest would accomplish results in every instance it would be highly desirable, but such, unfortunately, is never the case. In the military school, as in the non-military school, there are always those who have to learn from bitter

experience that there are always some who have to be given the extreme penalty of dismissal and some who have to be dropped at vacations and between sessions.

Assignment of Demerits and Penalties.—There are many things for which the cadets may receive demerits that are not found in the regulations of the civilian school. A fleck of dust on his clothes at a meal formation, heels of his shoes not shined, a half second's tardiness in getting into his section at a class period, towel out of place in his room and failure to sit erect are but a few of the things to which the cadet is required to give attention.

No Penalty Without a Hearing.—Charges of a serious nature, or those reflecting on the character of a cadet, are made direct to the commandant of cadets, but delinquencies of a less serious character are entered on what is known as the guard sheet and are published daily so that each cadet reported may have the opportunity of "answering" his report. No demerits are assigned, even for a minor offense, until the cadet is given a hearing. He is required to answer his reports whether they are correct or not.

Each cadet answers his reports to the commandant of cadets or to the tactical officer in charge of his company. All reports of a serious character are referred to the superintendent. The cadet states his excuse, if he has one, or else states that the report is correct. If the excuse seems good, the report is removed. The following copy of a daily guard sheet

will give an idea of the many details of personal conduct for which the cadet is held strictly accountable:

A Specimen Discipline Sheet

Guard Sheet, Dec. 1, 191—

Cadet Reported	Report	Reporter
Adams	Talking in class	James
Abbott	Chair out of place 2nd C. P.	Capt. Hall
Baker, C.	Late reveille	Baker, O. D.
Camp	Dust on wardrobe shelf	Capt. Hall
Dean	Slouching 5th class period	Sweet
Eames	Laughing at attention drill	Sloan
Gahns	Putting water in fellow cadet's bed	Capt. Hall
Hansen	Sleeping during study hours	Capt. Hall
Huston	Allowing men to trifle while marching them to guard mount	Capt. Rife, O. C.
Johnson	Not writing weekly home letter	Abbott
Kaylor	Visiting without permission during study hours	Rider
Lambe	Inattention at drill	Atkins
Lewis	No cuffs chapel formation	Kurty
Meyer	Clothing not properly arranged in wardrobe	Brown
Nester	Not complying promptly with sentinel's orders	Capt. Rife, O. C.
Simms	Late class period	Baker, O. D.
Steeger	Neglect as sentinel in allowing cadets to call from window	Capt. Smith
Taylor, E.	Dust in barrel of rifle	Capt. Bruce
Taylor, J.	Late drill	Baker, O. D.
Thompson	Reading magazine during study hours	Capt. Byron
Vestal	Bed carelessly made	Guy
Ward	Cap out of place at police inspection	Madden
Williams	Absent chapel Heels of shoes not shined	Baker, O. D. Hunt
Wood	Elbows on table mess	Lyle
Wright	Table in disorder Spots on blouse	Capt. Hall Thorp

The Cadet's Word.—My own experience has been limited to schools in which the honor system is in effect, and it seems to me that any other spirit is incom-

patible with the application of military training and ideals.

The standard of the cadet and the gentleman is the accepted one. The officer never questions the cadet's word. As a rule, there is seldom an attempt to deceive him, and very little in the way of specious or trivial excuses.

If there is a conflict between the statement of the reporting officer and the cadet, the cadet is required to answer his report in writing, and the reporting officer to make his endorsement, also in writing, in order that both may be stated with careful exactness.

The great care that is exercised to insure justice in the administration of discipline, the emphasis that is placed on truthfulness and the sense of personal responsibility that is developed in the cadet, are the valuable features of the military system in securing the boy's cooperation in governing himself, which, after all, is the essential thing.

Penalty Duty.—The demerits the cadet receives are summed up once each week. If he has more than a given number he is required to walk an hour during his recreation for each demerit in excess of the stated limit. A happy-go-lucky youngster from Denver told me he figured that he walked home and back in the course of his first year. He got more out of it, however, than merely healthful exercise. He developed his character as sturdily as he did his calves. It may be said that the large majority of

cadets manage to keep well within the prescribed number of demerits, and to spend their recreation more pleasantly than in walking extra duty.

Reports for untidiness mean an extra inspection during recreation, reports for slouching carry with them fifteen minutes of daily setting-up drill for a week. In fact, the penalty is of a corrective character wherever possible. If a cadet receives over a stated number of demerits for a term, he is subject to being dropped for deficiency in discipline.

Serious Cases of Discipline.—Some serious breaches of discipline carry with them special penalties, such as a large assignment of extra duty, confinement to room or limits, reduction to ranks, and, in extreme cases, dismissal. In such cases the cadet is tried by a court-martial consisting of officers of the faculty and at least one cadet. He is represented by a member of the faculty whom he is permitted to select. His case is reviewed and the action of the court approved or disapproved by the superintendent of the school. This is immeasurably superior to the passing of judgment on a boy in such serious cases by one man, however competent and experienced he may be. The whole proceeding carries with it dignity and impressiveness and at the same time an opportunity for dispassionate judgment that is most effective.

The following is the report of the proceedings of an actual court-martial, the name having been changed and the evidence omitted:

CASE I

Proceedings of a general court-martial, which convened at Culver, Indiana, pursuant to the following order:

Special order

No. 8. May 15, 191—

A general court-martial is hereby ordered to meet in the faculty room of the Culver Military Academy, at 4 P. M. on this date or as soon thereafter as practicable for the trial of such cadets as may properly be brought before it. The court will sit without regard to hours.

Detail of the court:

Captain J. Q. Adams, U. S. A. Retd.
Captain J. F. Grant, C. M. A.
Lieut. M. A. Andrews, C. M. A.
Lieut. H. W. Baur, C. M. A.
Cadet Captain A. O. Parker, C. M. A.
Captain H. F. Noble, C. M. A., Judge Advocate.

BY ORDER OF THE SUPERINTENDENT.

R. Rossow, C. M. A.
Capt. and Adjt.

The court met pursuant to the foregoing order at 4 P. M., May 15, 191—.

Present all members of the court and the Judge Advocate.

The court then proceeded to the trial of Cadet L. T. Thorne, Private Company B, who, having been brought before the court, introduced Captain G. H. Crandall, C. M. A., as counsel.

F. L. Brooke was duly sworn as reporter.

The order convening the court was read to the accused and he was asked if he objected to being tried by any person named therein, to which he replied in the negative.

The members of the court and the Judge Advocate were then duly sworn.

The accused was then arraigned upon the following charges and specifications:

CHARGE I. Off limits in violation of Article 86 of the Regulations of the Culver Military Academy.

Specification 1st—In that the said Cadet L. T. Thorne, Private Company B, did go off limits without permission. This at the Culver Military Academy on the afternoon of May 14, 191—.

Specification 2nd—In that the said Cadet L. T. Thorne, Private Company B, having no boating permit from his parents on file in the commandant's office and knowing that such was required in order to go boating, did wilfully go on the lake in a sail boat.

CHARGE II. Attempting to mislead an officer while on official duty in violation of Article 85, of the Regulations of the Culver Military Academy.

Specification 1st—In that the said Cadet L. T. Thorne, Private Company B, having gone on the lake in a sail boat and having failed to return to the academy in time for parade, did apply to the assistant surgeon to be excused absence from

parade on the ground of illness. This at Culver Military Academy on the afternoon of May 14, 191—.

Specification 2nd—In that the said Cadet L. T. Thorne, Private Company B, did feign illness to the officer of the day and to the assistant surgeon. This at the Culver Military Academy on the afternoon of May 14, 191—.

To which charges and specifications the accused pleaded as follows:

To the 1st specification, Charge I: "Guilty."
To the 2nd specification, Charge I: "Guilty."
To the 1st charge: "Guilty."
To the 1st specification, Charge II: "Not guilty."
To the 2nd specification, Charge II: "Not guilty."
To the 2nd charge: "Not guilty."

(The record of the evidence is necessarily omitted on account of lack of space. The assistant surgeon of the academy, the officer of the day and several cadets were called as witnesses. The evidence of cadets showed that the accused had exerted himself to a considerable degree in rowing back to the academy in the hot sun; also, that he had complained of feeling unwell before it became apparent that he would be absent from parade. The testimony of the assistant surgeon was to the effect that he had administered an emetic to relieve the distress of which the cadet complained, but found nothing in the stomach which would account for the cadet's illness, but that it was

possible for one who had overtaxed himself to feel sick at the stomach even though he had no indigestible food therein. The evidence indicated further that the cadet knew that the real cause of his absence from parade was not illness of which he complained, but his unauthorized boating trip. Hence he was properly held guilty in attempting to mislead in the latter instance, but exonerated from the charge of feigning illness.)

The accused, the reporter, and the Judge Advocate then withdrew and the court was closed, and finds the accused, Cadet L. T. Thorne, Private Company B:

Of the 1st specification, Charge I: "Guilty."

Of the 2nd specification, Charge I: "Guilty."

Of the 1st charge: "Guilty."

Of the 1st specification, Charge II: "Guilty."

Of the 2nd specification, Charge II: "Not guilty."

Of the 2nd charge: "Guilty."

The Judge Advocate was then recalled and the court reopened. The Judge Advocate stated that he had no evidence of previous conviction to offer.

The Judge Advocate then withdrew and the court was closed; and sentenced him, Cadet L. T. Thorne, Private Company B, to be dismissed from the Culver Military Academy.

The Judge Advocate was then recalled and the court at five thirty P. M. adjourned, *sine die.*

(Signed) J. Q. ADAMS, *U. S. A.,*
President.

H. F. NOBLE,
Judge Advocate.

ACTION OF REVIEWING AUTHORITY

Headquarters, Culver Military Academy, Culver, Indiana, May 15, 191—. In the foregoing case of Cadet L. T. Thorne, Private Company B, the findings of the court are approved. It is one of the most highly prized traditions of the academy that the cadet's word may be accepted without question. Yet consideration must be given to the fact that this cadet is in his first year in the corps of cadets and is not yet fully imbued with the spirit of the school. Furthermore, with the exception of the present offense, his record in discipline and attention to duty has been excellent. The sentence is therefore approved, but is commuted to one hundred hours of penalty duty and confinement to the academy grounds until the same has been performed.

By Order of the Superintendent.

Note—The superintendent may lessen, but may not increase, the penalty assigned by a court-martial. Except in cases of dismissal or reduction of an officer to ranks he may not change the form of the punishment.

CHAPTER IX

IDEALS OF THE MILITARY SCHOOL

THERE are some very intelligent people who decry military training for boys on the grounds that it breeds militarism. I have seen their views changed after actually observing the work of a good military school.

Militancy and Militarism.—The fine distinction that Bishop Fallows has made between militancy and militarism is well exemplified in the ideals of such a school. Military training of boys, properly conducted, gives them the true fighting spirit, the spirit that every man must have who renders effective service in a good cause, whether it be on the military or social firing line.

The uniform of the best type of military school stands for that sort of spirit, for chivalry and for fair play, not for injustice or oppression of the weak.

The military instinct is natural to most boys, and it may be utilized to teach him valuable lessons of loyalty, patriotism and discipline without making him bloodthirsty or warlike. Several years of military training are usually quite sufficient to gratify his curiosity and satisfy his desire for military life. He is then content to enter upon commercial or professional pursuits, a citizen prepared to serve his country either

in peace or war. He has gained some small conception of what the horrors of war may be, he has some taste of the arduous side of military life, and he will be logically a greater lover of peace than the boy not so trained and a most stable citizen when the hysteria of war threatens the nation.

Preparation for Citizenship.—If one doubts the value of military training in equipping the boy for civil pursuits he has but to examine the roster of *élèves* and graduates of these older military institutions such as Norwich, the Virginia Military Institute, and The Citadel of South Carolina and to note how many of these men have achieved distinction as lawyers, doctors, statesmen, ministers, engineers and in fact, in every walk of life.

Even younger schools, such as Culver, show a roster of men who, though but barely in the arena, are for the most part holding positions of unusual trust and responsibility for men of their age.

West Point, an institution designed purely for the training of the professional soldier, can point to its graduates who have entered civil life with no less pride than to its roll of distinguished soldiers.

In this connection I quote from a paper entitled "Education from a Military View-point," contributed to the *North American Review* in 1908 by Colonel Charles W. Larned:

"West Point has been in existence one hundred and five years. During that period it has produced four thousand five hundred and thirty-one graduates, of

whom two thousand, three hundred and seventy-one, more than one-half, had entered civil life up to 1902.

"Ignoring its military record of four hundred and sixty general officers, it has contributed to the forward impulse of the world one president of the United States, one president of the Confederate States, three presidential candidates, two vice-presidential candidates, one ambassador, fourteen ministers plenipotentiary, twenty-seven members of the United States Senate and House, eight presidential electors, sixteen governors of states and territories, one bishop, fourteen judges, seventeen mayors of cities, forty-six presidents and fourteen regents and chancellors of colleges and universities, fourteen chief engineers of states, eighty-seven presidents of railroads and corporations, sixty-three chief engineers of railroads and public works, eight bank presidents, two hundred attorneys and counsellors at law, twenty clergymen, fourteen physicians, a hundred and twenty-two merchants, seventy-seven manufacturers, thirty editors, a hundred and seventy-nine authors, besides artists, architects, farmers, planters and many others belonging to useful trades and professions.

"Three of its alumni are in charge of the greatest engineering work of history, the Panama Canal, and one is reorganizing the police force of the second city in the world."

The Spirit of Democracy.—A distinct advantage possessed by the military school is its spirit of democracy. In such a school, only merit counts. Spending money

is limited by regulations to a modest sum, and even if parents fail to cooperate with the rules and send extra spending money now and then, there is little opportunity for its use. Rooms are the same for all cadets and are plain and simple in their furnishings, while the uniform serves as an effective check to lavish dressing.

In an article on "Famous American Schools," which appeared some years ago in one of the magazines, a master of one of the schools described was quoted as saying: "We do not exactly refuse the son of the blacksmith, but he would not be comfortable here."

No matter from what humble circumstances a boy may come, if he has the right stuff in him he may win recognition in the military school.

If the son of the blacksmith were the best man he would in the course of two or three years become a cadet officer and the son of the millionaire would render him respect and obedience.

If, on the other hand, the son of the millionaire were the best man he would be the cadet officer and the blacksmith's son would respect him not for his wealth, but because of the real stuff that was in him. They would both be awkward enough at first.

Military regulations and drill would be as unfamiliar to the one as to the other. While one boy was having some rough edges polished off, the other would probably be losing a little self-conceit and acquiring a new conception of what constitutes real merit.

Their "plebe" year of probation would be spent in

an atmosphere in which no boy with honesty or purpose and real manliness need feel uncomfortable and its finish would find each "tub standing on its own bottom," and each boy receiving only such recognition or promotion as his own efforts and worth entitled him to receive. Under such a system the criticism that private schools breed snobbery need not apply.

The Ideal of Service.—The ideal of service is ever before the cadet. He must work for the general good of his squad, his company and his battalion. His pride in his corps, or the sub-division of which he is an immediate member, is always an incentive to him to put forth more effort than he would be inclined to make for purely selfish reasons.

If he becomes a cadet officer, he must learn that merely to command is insufficient, he must serve the best interest of those under him; must make some personal sacrifices of time and pleasure in order to do so.

If his conception of an office is merely the satisfaction of ranking others, of wearing insignia, of obtaining privileges, he is not apt to hold it long. Sooner or later will come the report for neglect of duty and the order reducing him to ranks.

The ideal of service in military life was the theme of a brief and informal talk that President Wilson made to the cadets of the Culver Black Horse Troop in the course of his campaign for the presidency in 1912. A detachment of these young troopers had ridden fifteen miles to a neighboring town to hear Mr. Wilson speak. At the conclusion of his formal address,

they escorted him to the train. At the depot, standing in his automobile, Mr. Wilson beckoned the cadets to ride in close about him, and after thanking them in gracious and friendly fashion for the courtesy shown him, said:

. . . "I am always glad to see the uniform worn in connection with education. To me it has a deeper meaning than as an attribute to war. It means discipline, of course, but in addition it signifies that a man is not living for himself, but for the social life at large. I am a great advocate of international peace. Because you wear the uniform, I do not think you are less so. But I do not think we will ever have world-wide peace until we can look upon it with the splendor that we look upon war. There is something wonderfully appealing to our natures in war. We hear of mothers hanging swords and muskets of their sons on the walls so that they may constantly see them. We do not hear of any one hanging as an ornament of a household any of the symbols of peace, such as a ledger, a yardstick, a pick or a shovel. The reason for this is that man supports himself with these implements, but he is doing a service for some one else when he is using a sword or a rifle in battle; and modern people seem to hold a service they do to help themselves below the things they do to help others. So what I want you youngsters to remember is that you owe a duty to society which is above any interest you can have in self; that you do the greatest good to the world when you live in it to serve your fellowmen."

CHAPTER X

MILITARY TRAINING IN THE HIGH SCHOOLS

A CHICAGO woman who had heard Lieutenant Steever describe the physical and moral advantages of the Wyoming system said to him: "I will withdraw my objection to the introduction of military drill provided the boys are not given rifles."

Any experienced instructor will, of course, agree with this objection in so far as the overburdening of physically immature boys with heavy service rifles is concerned; but he will take most positive issue with the view that the boy "who is drilled in the manual of arms has constantly before him the hour when he may draw the trigger which means death to a fellow man," and that he "comes to love the sound of the drum beat and learns to long for a chance to shoulder the murderous gun."

How entirely amusing to those who really know is such a statement! The boy who has had two or three years of thoroughgoing military training is very glad to dispense with "the murderous gun."

Criticism of Moral Effect of Drilling with Rifles.—To the criticism that military training breeds bloodthirstiness the *Sacramento (California) Call* dryly replies: "Certainly the experience of carrying a heavy gun around for an hour or so in the hot sun is not

calculated to arouse in the boys a desire to make a regular practise of that sort of amusement. It does equip them to be of service to their country in an hour of need."

Doctor William Stearns Davis, Professor of History at the University of Minnesota, says: "As for the charge that such an experience has rendered the youth of Minnesota bellicose, jingoistic, and devotees of a heartless militarism, such a suggestion would be laughed to scorn by every person familiar with the peaceful and honorable careers and sympathies of thousands of graduates of this university."

The statement that in executing the manual of arms the cadet has "ever before him the hour when he may draw the trigger that means death to a fellow man" is equally absurd. The main thing in the cadet's mind is to obey the command of the drill master as promptly and accurately as possible.

There are many men who have handled rifles since boyhood and who have become expert marksmen at target practise who do not even like to kill game. Lieutenant Steever, who holds the world's record for target firing for two hundred, six hundred and one thousand yards, is one of them. There never was a greater mistake than the assumption that drill with a rifle makes a boy bloodthirsty.

Advantage of Teaching Boys to Handle Firearms.—The cadet who learns to handle a modern rifle, who has had his shoulder pounded by its recoil at target

practise, and has seen something of the terrific velocity and force of its steel jacketed projectile, becomes a much more conservative citizen about rushing into war than the boy whose knowledge of guns is limited to the pop gun of the nursery.

So long as firearms are weapons of defense that the boy some day may be called on to use, whether he or his mother or anybody else wishes it or not, there seem to be more good than bad reasons why he should be trained in their use.

Why should a knowledge of the use of arms be limited, so far as the general run of citizens is concerned, to the criminal and the thug?

Precautions Used In Handling Rifle.—The mother's objection may also arise from the fact that she considers firearms dangerous for boys to handle.

In no other form of instruction is the matter of "safety first" so thoroughly hammered into the boy as in handling a rifle under proper military instruction. As a matter of absolute routine, at the beginning and end of every formation, chambers are opened and rifles examined to see that no cartridges, blank or ball, are left in the rifle.

Ball cartridges, however, are never used or put in the boy's possession except on the target range, and here the precautions are most rigidly enforced.

Impresses on the Boy "Safety First."—A boy is given only the number of cartridges to be fired. They are given to him only when he is in position to shoot

and faced toward the target. When he has fired his string, he is made to take the bolt out of his gun, which makes an accidental discharge impossible, and he is carefully inspected before he leaves his position to see that he has no unused ammunition.

Such thoroughgoing precautions will not only make the boy a safe user of firearms, but they are apt to sink into his "system" in a general way, making him more thoughtful and careful in other things where there is an element of danger, even perhaps in such matters as driving the car, which after all is much more dangerous business than target shooting.

Military Training Should Be Given Properly.—If military training is to be given, it should be given properly or not at all. You can not fool the boy. He has a contempt for shams and imitations.

The harm to the boy's character and sensibilities comes not from an honest, thoroughgoing, undisguised effort to prepare him in some measure to defend his country if it should ever need his service, but in trying to flimflam him with some emasculated concoction disguised to meet the objections of those who would grant him permission to swim provided he "doesn't go near the water."

Need for Sincerity.—Above all things, we must be honest with the youngster. We can put and should put the emphasis on character building and physical development in adapting military training to schoolboy needs, but this emphasis is best given when the training is made real and businesslike.



Riding Hall and Black Horse Troop—Culver Military Academy



Riding School Exercises—Culver



Riding School Exercises—Culver

Above all, let us not give him military drill and call it something else, because we are afraid of the name.

It is said that it was proposed in one school to give military drill but to avoid military commands. Instead of ordering the boys to execute "squads right about" or to "about face" they were to be asked to "please revolve!"

Esprit Can Not Be Engendered by Imitations.—The potent thing in military training is the esprit it engenders. Corps spirit can not be aroused by imitation wooden guns or by imitation military drill or by imitation anything else. The training must be real if it is to command the boy's respect and give him anything of real value, either as a citizen or as a citizen soldier.

Testimony from Those with Experience.—A short time ago in Washington, Lieutenant Steever of the army showed me a letter he had received from one of his Wyoming high-school boys. "You put backbone into me," wrote the boy, "where before I had only wishbone and jawbone."

The effectiveness of military training in giving boys not only backbone but also better muscles, better morals and higher ideals of citizenship, can of course be best determined from the testimony of those who have had experience with it.

Coordination.—Military discipline is not something that can be merely appended to the school or college curriculum, and be expected automatically to produce results. Military drill itself is a very elastic term and is conceived to mean very different things by different

people. To prove effective, its various forms must be scientifically adapted to school requirements, and its discipline must be most intelligently coordinated with the regular machinery of the school.

The day school will require a somewhat different application of the system from the strictly military boarding school, while the college will present certain conditions that will demand yet another sort of appeal.

Introduction in the High Schools.—Public interest at present centers particularly in the introduction of military drill in the high schools.

There are a few physical directors and others, perhaps, who oppose it on selfish grounds, feeling that it may supplant their own work. But in the main, the objections that have been raised grow out of honest misconceptions as to the effects of military training on the moral and physical development of the boy.

School boards that are considering the matter throughout the country are seeking as much light on the subject as possible, and teachers in schools that have already decided to introduce military training are trying to get all the information they can as to the particular forms of drill that have been most successful in other schools and the conditions under which it may be made most effective.

Information from Various Sources.—It is not always possible, however, for one school or person to get such information from any large number of sources. And yet, the wider the range of experience from which this

information is drawn, the more likely are decisions as to the adoption of military training to be justly made, and the more apt is a particular school to find methods adapted to its own particular needs.

Therefore, in presenting this subject, I have sought to supplement my own experience with that of as many others in this field as possible. With this in view, the superintendent of public instruction and the adjutants general of the various states were asked for lists of high schools affording military training. To the heads of these schools and to many others having experience in giving military instruction to boys, a questionnaire was sent. The response was very generous, and a great deal of interesting and illuminating material was received.

An Unusual Questionnaire.—The questionnaire that was sent out was in a sense unique. Remarkably enough, it did not reflect a single bias of my own. I did not prepare it. The questions in it were originally asked me by a man who had no answers to them in his own experience. He was the head of a school in Honolulu, whose trustees were considering military training. He simply wanted to know the facts, and was practically free from preconceived notions on the subject. It was, therefore, an ideal questionnaire for the purpose. It covered the whole field, the peace value as well as the war value of military training for the schoolboys. I shall not attempt to give a dry category of the answers, but to interweave them with some general discussion of the subject suggested by each question.

CHAPTER XI

THE MENTAL VALUE OF MILITARY TRAINING

THE president of the state university stood with me one day watching some cadets building a pontoon bridge. Fifty or sixty of them were passing and repassing over the narrow limits of balks and chess, and were rapidly carrying and laying timbers, tying knots and anchoring pontoons.

There was the greatest interest and vim visible on every side; every boy was moving swiftly; they were as busy as a hive of bees, but there was no confusion, scarcely a word spoken, no boy running into anybody else. Everywhere, there was perfect coordination, attention and alertness.

"How fine," he said to me, "it would be if we could carry over that sort of eagerness and interest into the class room."

Coordinating the Work of Drill Field With Class Room.—Later he found evidence that such things could be carried over, and he told me so. It is mainly a question of coordinating the military work with the work of the class room, utilizing the steam and interest developed in the more interesting phases of military drill and

linking it up with some of the dryer subjects of the class room.

Some teachers are opposing military training on the ground that it will interfere with other studies, either by trenching on their time or by absorbing too much of the boy's attention. They do not appreciate its possibilities when properly coordinated with class-room work.

I have sometimes heard teachers of physics and chemistry complain that boys who came to their classes did not know how to apply, even in such a matter as simple equations, the principles they were supposed to have learned under their teachers of mathematics; that if the equation in their science lesson contained m and v instead of x and y the boys would gaze at it hopelessly as though they had never seen an equation before.

New text-books, of course, have been written to overcome this difficulty, and the competent teacher ever seeks to do the same. Nevertheless, our greatest task still lies in teaching the boy to apply the principles he has learned to new problems in whatever form he may meet them.

Military training may be so coordinated with academic work that it becomes, to a certain extent, a school of application, where, under the spur of interest and competition, the boy learns to apply some of his formulas to practical things.

Interest in Mathematics Stimulated.—For instance, in military map problems, which are worked out as a

most interesting game, there are certain principles of mathematics to be applied. A boy in charge of a patrol represented by some colored beads or pins stuck in the map finds it important to know whether he can see from this position a certain point on the map. The map, of course, is a flat surface, but certain contour lines indicate to him the rises and depressions that lie between his position and the point he wishes if possible to see. The application of certain mathematical principles will determine for him the visibility of the point in question.

If he makes a mistake, his side may lose the problem, and the boy doesn't like to lose. If he does not know the mathematical principle involved you may be sure that he will take the earliest opportunity to get hold of it. It may be the first thing he has absolutely mastered and made his own, but the zest of the competition will spur him to it.

Cooperation as Well as Coordination Essential.—Of course, if the teacher of mathematics is the sort that says to the military instructor, "Here, this is my subject; you have no business trying to teach mathematics, stick to your military work," then the possibilities for cooperation will be lessened. But such an attitude, it is to be hoped, will not often be encountered.

Officers of the military staff at Culver are asked to send in to the department of mathematics various problems involving military principles, with a view to carrying over into the class room some of the keen interest that centers about the military work.

Writing Orders as an Exercise in English.—Again, there is no better training in the use of concise accurate English than the writing of military reports and orders. A single omission, a single inaccurate statement, a single ambiguous expression may mean that the writer's side may lose the contest in an exciting field or map problem.

It is not easy to write an absolutely clear and correct military order. Even a good many military men do it rather poorly, and as a result there have been some historic military disasters.

I do not mean to imply that much attention has been given to this phase of military training in schools. I am merely suggesting it as a very fine mental exercise that can be afforded by the military department.

If the school simply permits the military department to worry along as something totally distinct and separate from the rest of the curriculum, not caring even if the cadets know whether there are two *t's* or one in battalion, or whether *calvary* or *cavalry* is the proper name of the military branch of the service that rides on horses, then, of course, military training may not be of any material assistance to academic work.

A Summary of Answers as to Mental Value.—In general, the answers to the question, "What value has military training mentally?" express the opinion that the effects of military training carry over into the class room and result in a higher degree of attentiveness and more mental alertness. Also, that the regular well-ordered life of the cadets results in a healthier body

and better nervous tone, and necessarily, therefore, in a better grade of mental effort.

The principal of the Visalia, California, High School feels that "military training develops concentration, and that its many problems cover a wide range of educational value."

A somewhat contrary opinion is that "military training in the sense of developing the faculties is of small value as compared with other subjects in the school curriculum."

New Castle, Wyoming, has found that military drill "awakens the stupid and puts snap into the whole student body."

Others express themselves as feeling that military training "quickens the mental processes and aids straight thinking," "promotes quick response to directions," and "creates a sense of order and accuracy."

It's not to be expected, of course, that every boy will be influenced to the same degree by military training.

It is my observation that to a greater or less degree military training does react on the boy's mentality as indicated. It can not, of course, make a bright boy out of a stupid one, but it may awake some dormant faculty that the boy was not fully conscious of, and it does quicken the sluggish and lazy.

I have also seen some boys, who could never become students under the most favorable circumstances and who would have become seriously discouraged in a régime of pure academic work, develop under military

instruction such initiative and executive ability as to assure them of success in business.

Carrying Into the Class Room the Spirit of Competition.—In Wyoming, after the competitive feature between military units has been well inaugurated and has been running well for a couple of years, scholarship competitive units have been introduced with excellent results, the competition between these squads becoming as keen as that between the wall-scaling and troop-leadership units.

Standings are posted on the bulletin board every week, and the squads fight to hang up the highest averages in every branch of study.

Boys have become so eager in the contests that they have undertaken to coach one another. One boy whose squad had failed in other competitions and who determined that he would yet win his star for one of the intra-school contests went around among members of his squad night after night, coaching them in the work until he finally led his squad to an unqualified victory.

It should be remembered that these academic competitive units are not all composed of star students any more than the wall-scaling squads are composed entirely of expert gymnasts. Each squad must have the same proportion of strong, medium and weak members, so that every boy in the school has a chance. It is not like a scholarship medal or an athletic emblem that is competed for only by a very few naturally well

developed youngsters who have a reasonable chance to win.

Finally, it may be said that the interest engendered by the military training tends to keep the boy in school and to cut down truancy.

CHAPTER XII

ADVANTAGE OF MILITARY TRAINING AS A SYSTEM OF EXERCISE AND ITS RELATION TO ATHLETICS

MANY opponents of military training in the high schools drive home and clinch their arguments by quoting Doctor Sargent, head of the Hemenway Gymnasium at Harvard, as authority for the statement that military drill is of no value physically, and that to the growing boy, it is positively injurious.

Apparently they do not consider the splendid physique, the attractive carriage, of our West Point cadets, and overlook the fact that the students of no civilian preparatory school in America can equal in set-up and superb physical condition the fourteen to eighteen-year-old cadets of our best military schools.

Because an eminent authority on physical training says that military drill is injurious, those who oppose drill accept his statement with the spirit of the little boy who naively said, "If my mother says it is so, it is so, even if it ain't so." They forget that even experts are sometimes mistaken.

Doctor Sargent says that we may account for the graceful poise of the West Point cadets by the fact that they spend during the summer an hour or so each day in the hands of the dancing master. The first-year cadets at West Point receive daily instruction in danc-

ing for one-hour periods from July fourth to August twenty-eighth.

Calisthenics.—The fine set-up of the cadets at West Point and at our other first-class military schools, however, is not attributable to dancing and is due only in part to special calisthenics that are not in themselves essentially military.

There is another element that has apparently been lost sight of in all the discussions I have heard or read. It was lost sight of by the Massachusetts Special Commission on Military Education, which turned down military training, but approved the adoption of a system of calisthenics just like those at West Point. West Pointers were well set up half a century before the calisthenics referred to were ever used.

Captain Koehler, Master of the Sword at West Point, it is true, has worked out a wonderful system of calisthenics that develops alertness as well as muscle. Commands are varied so that the cadet must pay close attention to every syllable, and he does not know until the very last word, exactly what he is to do, when he must move, instantly, precisely, and with all sorts of "pep."

Minus that subtle thing called military discipline, can one get the precision, the "pep," that as much as the exercises themselves makes the set-up of the West Point cadet? One can almost hear the high-school boy of the non-military high school grumble to his neighbor: "This is too much like work for me." There



Barracks and Cadets at Calisthenics
New York Military Academy, Cornwall-on-the-Hudson, N. Y.



Setting Up Drill—Kemper



A Class in Bayonet Fencing—Wentworth Military Academy,
Lexington, Missouri

is more required than a fine system of exercises; there is discipline, and there is that other subtle thing called esprit de corps,—a thing which military training like that at West Point seems to create more effectively than any non-military agency.

Effect of the Uniform.—It is also said that there is another method of getting set-up, the "tailorizing" method; but schools like West Point put the padding on the boy, not in the uniform. Nevertheless, the uniform is a factor and an important one. Can you imagine the boy in a civilian suit that stands for nothing more than the tailor's desire to tickle youthful fancy, carrying himself as well as the cadet in a uniform that stands for the traditions and ideals of his corps? It is strange that these more subtle and powerful influences in military training seem to be so completely lost sight of.

Constant Reminders.—Again, in the early stages of acquiring a set-up the boy does not always remember to carry himself well. Old habits of posture are not so easy to overcome; he needs a reminder. A father of one of our cadets received a letter from his boy shortly after he enrolled. "They are digging at me all the time about holding myself up," he wrote. "I am glad to hear it," replied the father, "that is what I sent you there for."

The recruit is constantly reminded of any relaxation from a correct posture. Under military control he will accept such corrections, whereas under the discipline of the average civilian high school he would

at least resent and probably fail to comply with them.

Criticism of Set-up.—Colonel Thomas I. Edwards of the Massachusetts National Guard says that in Boston the effect of school drill has been to make boys round-shouldered and narrow-chested, that he never saw a school company well set-up in his life. This is not a reflection on military training, but on the manner in which it must have been carried on in the cadet companies which Colonel Edwards has seen.

I should like to have him look over the corps of cadets of Culver at the end of nine months' training. I should like him to see them not in ranks alone, but in class, at mess, and in off-duty hours. And then with the picture fresh in mind of these erect, alert young soldiers, I would like him to go straight to the non-military school that is giving the best course of physical training that he knows of. I should have no fear of his opinion after making the comparison. Even the cadets of our summer school after but eight weeks are far from being round-shouldered or narrow-chested. He will find new cadets at Culver who from September to January have gained from three to five inches in girth of chest and as much as twenty pounds of weight in pure muscle. The changes in carriage of shoulders and head are such even from the first two weeks of setting-up drills that no measurements are made for the regular uniform until the end of that period. Every cadet of Culver is not only carefully measured when he enters and at intervals thereafter, but he is also photographed. The evidence of both

muscular gain and improved set-up is therefore indisputable.

An Incentive to Good Carriage.—The winning of his "Culvers" for set-up and physical fitness is as great a spur to the boy as the ambition to win an emblem on an athletic team. The "Culvers" for set-up consist of a gold and black enamel collar device with the large *C* enclosing the other letters of the word. It is the athletic emblem in miniature. When a boy has his set-up and is entitled to wear this device he has a carriage and bearing that will go with him through life.

Doctor Darby's Experiment.—Doctor Darby of London, another frequently quoted authority on the bad effects of military drill, says that an experiment was conducted in an English public school with a view to determining the relative value of gymnastics and mere drill, and that the results of the former were more than three times as great as those yielded by drill alone.

What does he mean by drill? If he means a mere shouldering and ordering of arms and the marching of the close order movements, it is not at all surprising that such results were obtained.

But even at that, a more interesting comparison would have been between gymnastics alone, and a combination of gymnastics and drill, the amount of time given to the combination being no greater than that to gymnastics alone.

If we want such a comparison, we can get it between first-class military schools, where drill and gymnastics are both given, and civilian schools where an equal

amount of time is given to physical training only. The comparison will leave no doubt that the combination of calisthenics and drill is more effective.

The Drill and the Giving of It.—Drill may mean several different things. Everything depends on the kind of drill selected, and how it is given. Doctor Sargent's principal objection to drill as a physical exercise is his claim that it does not to any extent meet the physiological demands of the body; that it does not increase the respiration and quicken the circulation to a sufficient extent to secure the constitutional benefits that should accrue from exercise.

Doctor Sargent is exactly right if he refers to the "shoulder humps," "forward hutch" sort of drill to which the Boston high schools seem to have been limiting their military activities every time Doctor Eliot and Doctor Sargent came around; but if Doctor Sargent had ever taken part in one of the modern skirmish drills, advancing by rushes, and rapidly loading and firing a rifle without taking it from his shoulder while lying down, he would change his mind about whether they quicken the respiration and increase the circulation.

At least I am sure that the middle-aged men who attended the camps at Plattsburg and Sheridan would not agree with him. I have seen some of them after such a drill "puffing and blowing" and giving every unmistakable evidence of increased respiration as well as increased circulation. The bayonet exercises are inclined to have a somewhat similar effect.

Close Order Drills.—My disagreement with Doctor Sargent is that he appears to condemn military drill as a whole. His strictures are merited when applied to the drill as it has been conducted in too many of our schools.

The close order drill does become monotonous; it has a disciplinary value, but it has been overdone. It is the least valuable part of the soldier's training and the least valuable as an exercise.

Interesting and Beneficial Forms.—If Doctor Sargent by his criticism makes the schools emphasize the extended order drills on the drill ground, and the intensely interesting scouting and troop-leading exercises in the field, and pay more attention to such things as wall-scaling, week-end hikes and camping trips, and do less of the things that make a show when the band is playing, he will have made military drill in schools really worth while, from the soldier's standpoint as well as from that of the expert in physical training.

I hope, however, that he will not in any case succeed in discouraging military drill altogether. I have seen it working under proper conditions, and I know that it does idealize, exercise and give wholesome training to many boys who would otherwise limit their physical activities to "rooting" for the chosen few on the varsity team.

Test of Ability to Handle Rifle.—Criticism directed toward the use of heavy rifles by boys of limited strength is also well taken. The United States Gov-

ernment issues a carbine of the 1898 model which is much lighter than the "Krag" rifle used by many schools, but even this is too heavy in some cases.

The physical director at Culver has suggested the following as a test of the boy's ability to handle the rifle. Have the boy hold piece at "trail" and raise it diagonally across body until right hand is opposite left shoulder; returning to position of "trail," repeating without stopping and without deranging position of attention. A test made with twenty-four of the smaller cadets at Culver shows an average of sixty-five times, without undue fatigue, using the United States Magazine Rifle, Model of 1903, weighing 8.69 pounds without bayonet. The Krag rifle with which most schools are equipped weighs 9.187 pounds; with bayonet, 10.174 pounds; forty times is suggested as the minimum for this rifle. The "Krag" carbine, 8.075 pounds.

Lieutenant Steever gives special work to boys physically unfit, with a view to bringing them up to par when possible.

Summary of Answers Regarding Physical Value.—I have not undertaken to give in detail the answers to the questionnaire on this subject, for, in general, they agree as to the physical value of military training properly given in waking the boy up, in "making live boys of sluggards," and straight boys out of slouchy ones. Others suggest that it "gives the boy better form; I do not mean merely shape"; that it "makes boys walk erectly, not in a slovenly fashion, but with vigor"; that it teaches the boy to take a pride in

and "care for his body;" and "gives the boy exercise without the strain that occurs in our usual athletics."

Limitation in Results Achieved in Day Schools.—The high schools at best can not expect to achieve West Point results or to attain in discipline or carriage the standard of the highest grade strictly military boarding schools where boys are constantly in a military atmosphere twenty-four hours out of the twenty-four.

The high schools will probably do their pupils much more harm than good by purely mechanical drills if infrequently and perfunctorily given. But with a capable enthusiastic instructor who knows his business and four or five drill periods per week with plenty of variety, lots of snap, steady consistent discipline and a spirit of competition between units, results of real value should be achieved both physically and morally that will fully justify the adoption of military training.

WHAT IS THE EFFECT OF MILITARY TRAINING ON ATHLETICS? IS IT A SUBSTITUTE FOR ATHLETICS?

We have found at Culver that the military organization can be made the basis of a very effective scheme of intramural athletics.

Each of the six companies has its team, in football, basket ball, hockey, baseball, etc., and the interest in the company league schedules is sometimes more intense even than in the games with outside institutions.

In addition, there is an athletic day once per week in which every cadet must represent his company in

some sort of sport, whether it be boxing, bowling, tennis, cross-country running, target practise, or some other seasonable form of competition.

Points are awarded for first, second and third places, and the company that totals the highest number of points each month is permitted to carry the athletic pennant in its file closers for parades and other ceremonies.

Military Athletics.—The keen competitive system that Lieutenant Steever has worked out in Wyoming, under which he introduces the game spirit into most of his military training, might, in effect, be said to be military athletics; and certainly it is much more effective than the old system of athletics under which the majority of students took their exercise vicariously by watching the chosen few on the school teams.

Summary of Answers.—Some of the answers that were received to this question of the relation of military training to athletics are as follows:

"Takes the place of, with most students. Military training goes hand in hand with clean vigorous athletics."

"School should have both."

"Does not interfere, but tends to encourage team work and clean athletics."

"Stimulating to athletics."

"Both seem to work well together."

"It has helped athletics. Should not be a substitute for it."

"Does not affect interest in athletics."

"Makes team work and subordinates the individual."

"Develops a spirit of obedience to instructions."

"Decidedly good effect. Aids athletics, because we can get more boys gathered together."

CHAPTER XIII

THE MERITS OF MILITARY TRAINING AS A SYSTEM OF DISCIPLINE

EDUCATORS are agreed that a lack of respect for authority is our greatest national defect. We see evidence of it everywhere; in the home, in the school, in the church and in business. Anything that tends to overcome this defect, certainly lays the groundwork for more useful and effective citizenship.

Citizenship.—The first lesson that a boy in a cadet organization is taught is that of respect for those who are placed above him. Every order that appoints one of his fellow cadets as an officer or a non-commissioned officer ends with the words, "He will be respected and obeyed accordingly."

The boy appointed, may be just a corporal, perhaps younger than the other seven cadets in his squad, but this makes no difference. He is to be obeyed, not because he is younger or older or bigger or smaller, or because he is John Smith or Jim Brown, but because he represents the authority of the institution.

Developing Responsibility.—When the cadet becomes a member of a squad or company, it is borne home to him more effectively than it is at home or in the school room that there are things he must do for the general

good of his organization, and that he owes some duty to something outside of and beyond himself. He acquires a group loyalty and a sense of responsibility for the general welfare of those about him that in itself is another attribute of good citizenship.

Civic corruption and inefficiency are both due to indifference. "No one cares much for an object that makes no demands on him . . . We need to feel these requirements not simply in the shape of demands on our pocketbooks, like a commercial debt, easy for some and hard for others, but in a more human kind of coin, the one truly democratic currency of time and muscle and fatigue and personal service in the physical fraternity of the ranks."

The foregoing quotation from Professor Hocking of Harvard suggests another important part that military training may play in preparing the cadet for civic life, provided the ideal is held before him that his long hours of drill and hard work are not alone for his own physical and moral benefit, but also that he may serve his country if need arises.

Present Insufficiency of School Discipline.—That the present high-school system falls short of the mark in the matter of discipline, is implied by the eagerness with which the press throughout the country seems to endorse military training as a means of teaching boys greater respect for authority.

The *Chicago Tribune* looks to such training as a means of securing a "better braced American character and for the establishment of habits which will correct

the slack self-indulgence and unregulated impulses of which we see so much in this land and generation."

Need for Discipline.—This same thought was expressed by Miss E. A. Eiselman in speaking before the Massachusetts Special Commission on Military Education and Reserve. "This country has already had a full fling of self-governed youth," said Miss Eiselman, "with the result that in 1913 four thousand six hundred sixty-seven young men from fifteen to twenty-five years of age were imprisoned in the State of Massachusetts alone;" and Miss Eiselman adds succinctly, "These are statistics of boys who would not obey."

The pertinent question, of course, is whether or not military training in the schools will help to remedy such conditions. From Wyoming, where military training has been in vogue for five years, there comes this answer: "There used to be about eight per cent. of delinquency among high-school boys, but the self-discipline and self-restraint of the cadets has wiped it out."

As a Preparation for Business.—But apart from the relatively small number of high-school boys whose lack of discipline brings them amuck of the law "America needs in all its various lines of industry and business boys who will cheerfully and promptly obey, and who can be depended on."

The *Galesburg (Illinois) Register*, from which this statement is quoted, thinks that military training may afford the answer by teaching boys the value of discipline and giving them, at the same time, the ability

to act promptly in conjunction with others in case of an emergency.

Again, we are confronted with the question, "Will military training in the schools really achieve that end?" The people of the city of Logansport, Indiana, will certainly agree that military training does enable boys to act promptly in an emergency and in conjunction with others, in view of the fact, already mentioned, that in the floods of 1913 less than one hundred Culver cadets were able as a result of their organization and discipline to rescue in two days fourteen hundred citizens of Logansport from the flooded districts.

Evidence That Military Training Inculcates Discipline.—From the standpoint of increased dependability in business, I can say that in the files of all the best military schools are many letters from business men from all parts of the country testifying to the value of military training in developing the sort of discipline needed in business and industrial pursuits.

In this connection a boy of our last year's graduating class who had secured a position in an office in New York wrote back to me saying: "Tell the boys for me that when they go to work in an office they should take with them everything they got from the military training except the uniform."

Testimony as to Economic Value.—But it may be reasonably objected that these illustrations are from a strictly military school in which the boy lives the life of the soldier day in and day out.

The adjutant general of California, however, is

authority for the statement that "military training in the high schools is also proving its economic value."

A letter which he recently wrote me contains this statement: "It appears that opposition has been almost entirely overcome, due perhaps to the fact that existing cadet companies have demonstrated the great value to be derived from military training in that it increases the student's business efficiency, and hence his economic value, through the habits acquired of discipline, obedience, self-control, order and command."

WHAT ADVANTAGE DOES MILITARY TRAINING HAVE OVER THE USUAL SYSTEM EMPLOYED IN SCHOOLS?

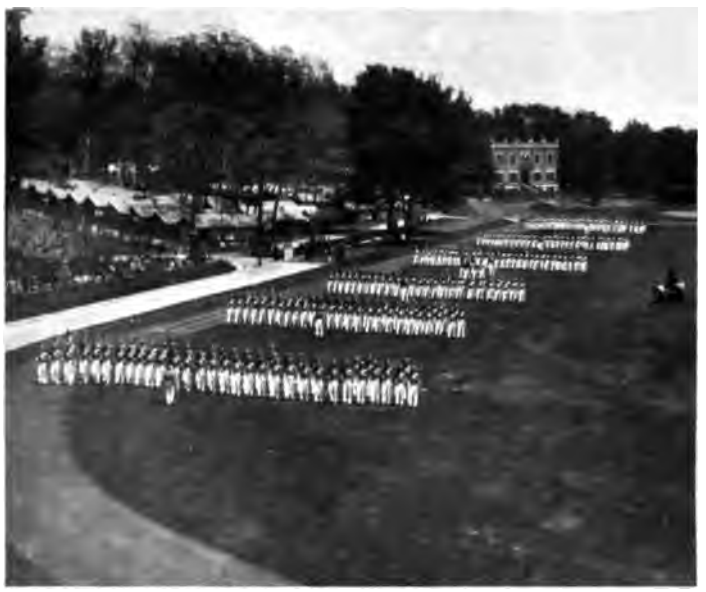
Effectiveness As Moral Training.—All teachers appreciate the difficulty of imparting moral instruction to boys by the direct method of precept and preachment. In the estimation of the average boy these are much like the amusing advice an anxious but impractical mother is said to have given her son in starting for the front. "Now, Jimmie," she said, "remember that you catch cold mighty easily, and when you get to the front be sure to avoid trenches with a northern exposure."

Advantage in Molding Student Opinion.—If moral standards are to be effective, they must be registered in the traditions of the school to such an extent that the students themselves say, "These are things for which we stand." We all know how powerful is the influence on the boy of the opinion of his fellows.

I would say from my experience that the greatest advantage of military training over the system ordi-



(Photo by Underwood & Underwood, N. Y.)
Culver Black Horse Troop as Inaugural Escort to Vice-President Marshall



Battalion Parade—Culver



Troop Drill—Culver

narily used in schools is the opportunity it offers for the molding of student opinion and its utilization in imparting wholesome moral ideals.

Effect on Lying and Cheating.—It may be made the basis of an honor system which discourages lying and cheating on examinations and that substitutes for the lax standards of many schools, the standard of the officer and the gentleman.

It has been said that the West Pointer can not lie, that it would be impossible for him to do so after four years spent under the influence of the strict code of personal honor that the cadets themselves so rigidly enforce.

I have had new teachers who were accustomed to the schoolboy attitude of trying to "put one over on the teacher" tell me that the hardest thing to which they had to accustom themselves at Culver was the fact that a cadet when questioned about a breach of discipline told the exact truth.

Incentive to Right Living and Thinking.—Steever, in his Wyoming system, has found military training a powerful moral agency. Under his system of keen competition between units he has found that the boys to a remarkable extent enforce correct moral standards among themselves.

If a squad is losing in a wall-scaling contest by reason of the lapses of a member, the measures they take to bring him into line are sure and effective.

Steever impressed upon these boys the fact that it is the strong man that wins and that the strong man

thinks clean and lives clean. He feels that he has done much by this system to eliminate smoking and immoral practises.

Athletics in the ordinary type of school are, of course, often utilized in the same way. But athletics rarely reach more than a small percentage of the students, while the military system may be made to include them all.

A Means of Developing Will Power.—Pride in his uniform, pride in his company or squad, and the desire to win, may be utilized as an incentive for every boy to go into training. It may not produce results a hundred per cent. perfect, by any means, but it gets a good many more boys interested than the average system does in developing not only the biceps and the leg muscles but also the will power muscles.

The weakness of the average public school lies in its absence of traditions. Traditions are the most powerful thing in student life, and the military organization is an effective means of creating them.

Other Views.—Salt Lake City gives at once a clue to why the system there has been successful when its superintendent of schools answers: "The honor of the cadet can be appealed to in most cases. He is filled with a desire never to disgrace his uniform." The school that inculcates that feeling will get results; but the school that adopts merely the form, the fuss and feathers, of military training will probably find the system more of a detriment than otherwise.

From Lander, Wyoming, the state of Lieutenant

Steever's successful experiment, comes the same thought: "Cadets take pride in their organization and refrain from acts that discredit it." "Firmer," "more decisive," "based on honor" are given by others as reasons for considering military training better than the usual form of school discipline.

Boys Realize Value of Discipline.—I feel like endorsing particularly the statement that military training "makes boys realize the value of discipline." The average boy thinks that discipline is a purely useless thing, invented by teachers and a few unreasonable parents for the purpose of showing their authority and marring the boy's full enjoyment of life.

In ranks he learns that his own discipline has a very concrete bearing on something outside of himself; that things can be done where there is discipline that can not be done where there is not; that things run more smoothly with discipline; that the difference between a mob that accomplishes nothing, and a company that can be moved as a unit swiftly and effectively in the accomplishment of a definite purpose, is merely discipline; that discipline saves time, saves lives, gets team work; and that to control others, he must first learn to control himself, in other words, acquire discipline.

He may not think it all out, but way down in his "system" there is, probably for the first time, the feeling that "there's a reason" for discipline.

Assistance from Students in Maintaining Discipline.—With this realization comes a dawning sense of re-

sponsibility, which, when sufficiently developed, brings the chance to become a cadet officer. This is not only a fine opportunity for the boy, but, as another answer suggests, a fine thing for the school, because it gives the teacher an assistant in maintaining discipline that the pedagogue in the non-military school does not have.

Allusions from those answering the question to "promotions, demotions, merits and demerits" suggest that the military system is more effective in its rewards and penalties, as does also the statement that "a boy in a cadet corps feels like a soldier and he wants to be like one. If he does not yield to authority, he is dismissed from the corps and is subject to the disapproval of his comrades." We have, also, the suggestion that "systems are of less importance than the officer administering them," and that military discipline is better than the usual system, only if "employed with judgment and discretion."

FOR AN ORDINARY SCHOOL IS MILITARY TRAINING BETTER THAN A SYSTEM WHICH TRIES TO TRAIN ITS STUDENTS TO ACT WITH REASON AS A BASIS RATHER THAN IMPLICIT OBEDIENCE?

"Why is it necessary to put the question on that basis?" was asked in more than one answer to this item in the questionnaire. And since the origin of the questionnaire has already been explained, it will be understood that I do not necessarily agree with the implication that reason and military discipline are incompatible.

As a matter of fact, this question got a "rise" from advocates of military training that no question of my own making would ever have produced, and it was with this anticipation that I let the question go out in its present form.

Even the scriptures were invoked by the phrasing of this question. "Better see Galatians IV, first verse. Later on the boy will learn the 'why' of it as he does of other things."

"It combines very happily prompt obedience with reason." "When there has been an abuse of authority, proper recourse always exists." "I do not understand that the cadet system eliminates in any way the action of reason in discipline," and many similar answers leave little doubt as to the opinion of those who have actual experience with military training in schools.

A Noted Educator's Objection.—A very noted educator, however, Ex-president Eliot of Harvard, has been quoted as objecting to military training on the ground that implicit obedience is the worst habit a boy can acquire after he ceases to be an infant. The boy in the military school must do as he is told with no "back talk," but this does not necessarily mean that he will acquire the wooden or boy-on-the-burning-deck type of obedience that Doctor Eliot very evidently has in mind. This is not the sort of obedience that the soldier or the properly trained cadet is expected to render. The regular officer will testify to the fact that the greatest nuisance in the army is the soldier who does exactly what he is told without using any discretion.

Emphasis on Initiative.—If a cadet is given an order, the emphasis is placed on what he is to do and not how he is to do it. As the boy himself would put it, he is expected to "use his bean." And furthermore, when he is spoken to he will answer, "Yes, sir," and not "What?" or "Huh?" and if he is given a thing to do, he will do it if it is at all possible, and he will not ask useless questions or bring back futile excuses.

The properly instructed cadet, like the soldier, is expected to modify or even to disregard an order if the assumption under which it was given ceases to hold good.

Blind Unthinking Obedience.—Doctor Eliot properly condemns blind unthinking obedience, but he is in error if he attributes this sort of obedience to the modern soldier. Such may have been the type of obedience in the time of Frederick the Great, when men fought shoulder to shoulder and rank on rank, and all that was needed was a perfect machine. But ever since the Indians taught our frontiersmen to scatter and fight from behind trees, more and more has emphasis been placed on developing the initiative of the individual soldier.

Obedience as the Basis of Team Work.—Team work was never secured by a coach whose word was not law. Instinctive, automatic compliance with certain general principles does not hamper the player on a team or the soldier in a company. On the contrary, it leaves either one freer to "use his head" in the tight place.

The soldier must do his part as a cog in the whole machine, and he must do his part as an individual.

Distinction Between Leadership and "Drivership."—Undoubtedly, individual initiative has been crushed by military training that has been misapplied in some school, but that it no fault of the system. What Lieutenant Edgar Z. Steever characterizes as the "rock crusher," close order system of drills may be overdone, but that is no argument against military training intelligently applied. This is evidenced by the success of Lieutenant Steever's now famous experiment with the Wyoming schools.

In his work with these Wyoming boys, Lieutenant Steever made an emphatic distinction between leadership and "drivership." He encouraged team work by "doping out" new departures in conferences with the boys, in order that the smallest cadet should understand the "why."

Neither Reason nor Implicit Obedience Successful Alone.—To this question, of which is best for the ordinary school, military training or a system that tries to train its students to act with reason as a basis, other interesting replies were received. "Neither (reason nor implicit obedience) is successful alone. Military training develops initiative in the boy if he has it. If he does not, no training in the world will engender it." "All military training ought to be conducted with reason as a basis." Others think that the military system is not the best system for the "ordinary school" or the

school that "is supposed to be military but is so only in name."

DOES MILITARY DISCIPLINE PRODUCE THE FEELING OF RESTRICTION AMONG CADETS AND CAUSE THEM TO BREAK VIOLENTLY AWAY FROM RESTRAINT WHEN OUT OF ITS CONTROL?

One of the most successful schools answers succinctly, "That has not been our experience." Again: "We have had no such breaks." Wyoming under the Steever system believes that "the whole system of military drill and instruction tends to train the boy in self-control under all conditions." Others qualify their answers: "In extreme cases, yes, there is a tendency to break away when the pressure is relieved." "It has that tendency somewhat," says one, "but if a certain reasonable amount of liberty is granted no reaction is likely to occur," says another; and the same opinion is echoed in the statement: "There is no reaction if discipline is wisely administered."

IS IT TRUE THAT MILITARY TRAINED MEN DO NOT READILY SUBMIT TO LESS VIGOROUS CONTROL AND THAT THEY POORLY OBEY CIVIL LAW?

Again we have a question that would not seem to emanate from one biased in favor of military training. Among the answers were: "A well trained man becomes disgusted rather quickly with loose government of any kind. Military training fosters a respect for law and the rights of others that a civilian school does



(Photo by Wilfred Smith Studio)

Cadet Officers—New Mexico Military Academy



Rifle Practise—New York Military Academy



(Photo by Wilfred Smith Studio)

Champion Rifle Team—New Mexico Military Academy

not." "Military men are taught to respect all authority."

The foregoing may be mere opinions, but they come from men who have had experience. Personally, I have cruised across the ocean with sailors of our Atlantic fleet, have seen them, day after day under strict discipline aboard ship, and then have seen them ashore in a foreign port with the restraint suddenly lifted, and deporting themselves, with few exceptions, in a manner that the average crowd of college boys or even high-school students off on a trip would do well to emulate.

I am quite aware that this is entirely contrary to that popular misconception that has manifested itself, at times, in the custom of barring men in uniform from places of amusement in our own country, and I am confident that for this impression, except in unusual cases, the present-day regular soldier and sailor who has had real discipline is not responsible.

I believe that it comes from poorly disciplined militia companies that have been hastily recruited with more or less untrained men for a trip to an inauguration or an exposition. Nor would I wish to leave the impression that such conduct is at this time common even to the militia, for I believe under present conditions it is fast disappearing.

There are more emphatic "No's" to this question of military men poorly obeying civil law than to any other. The administration of cities in Cuba and in the Philippines by military men would prove a splendid

example for some of our graft-ridden municipalities under civilians, who, as a class, this question seems to imply are more responsive to civil law.

DOES IT PRODUCE THE FORM WITHOUT DEVELOPING THE SPIRIT OF OBEDIENCE?

"No; yet I think there might be some danger here. Results depend very much on the kind of men in charge of military instruction." This reference to the character of the instructor is an oft repeated note in answers to the questionnaire, but one that it is well to impress upon any school seeking to introduce the military system. It occurs again in the answer: "The spirit of obedience is developed if the instructor has a vision of his work." "In some instances, yes, but that occurs in the usual system." From the superintendent of a Massachusetts school, who apparently does not favor military instruction, though his school gives it, we have the reply that the question, "Does military training produce the form without the spirit of obedience?" very aptly expresses the condition. The explanation of an opinion so divergent from most of the others may perhaps be found in the method of application rather than in the system itself.*

*On investigation, I find that this school requires only one drill per week for one year, an amount of instruction entirely too limited to implant firmly in the boy the "spirit" of obedience or anything else really worth while.

CHAPTER XIV

THE MILITARY VALUE OF CADET TRAINING IN THE SCHOOLS

AT THE outbreak of the Civil War, the entire corps of the Virginia Military Institute was sent to Richmond, where, although they were mere boys in their teens, they proved to be most effective drill masters, whipping into shape something like twenty thousand green troops. It has been authoritatively stated that the initial successes of the army of Virginia were due in no small measure to the discipline and drill hammered into so many of its rank and file by these youthful drill masters.

These cadets, however, received thorough training under a system closely patterned after that in existence at West Point. Military training in the day school could not, of course, be made quite so effective, but nevertheless it is capable of producing some results of real military value.

In determining the value of such training the manner in which the instruction is given, is of quite as much importance as its extent. Much of the close order drill to which many of the high schools have largely limited their work in the past is in a sense the

least important feature of the soldier's training and the one that requires the least time to impart.

Instruction From the Military Standpoint.—However, we should not discount too greatly the marchings and manual of arms in the close order drill. They have some disciplinary value in that they inculcate precision and alertness and accustom the boy to quick response to orders. It is very easy to overdo them, however, and to give the boy the unfortunate impression that the most important things in military training are those that make a brave showing while the band is playing.

It is true, especially in cities, that the opportunities for what are known as extended order drills and field problems are limited. Nevertheless, even in such cases, with a little enthusiasm and ingenuity on the part of the instructor some of the more interesting, and at the same time more valuable things in the soldier's training can be given.

An outfit of shelter tents which different groups of cadets could alternate in using for week-end hikes would not be expensive, and would furnish the opportunity for very interesting field instruction.

On the school grounds some instruction can be given in bayonet exercises, target designation, fire control, etc. Map problems, also, may be made as interesting as any game.

A Game of Troop Leadership.—In Washington not long ago I witnessed Lieutenant Steever conducting one of these map problems in the form of a competi-

tion between two groups from rival high schools. He did it so effectively that for the time being contours on the map became real hills or valleys to these boys, parallel lines became real roads, and little strings of beads became real men.

One group, advancing over the map by means of a scale showing how far troops might march in a certain number of minutes or hours, beat the other group to a little square convention at a cross roads, which for the time had become the barn of a man named Eckinrode. Eckinrode's cattle were much needed as food on both sides, and their capture was the mission of both groups in the competition.

Turning to one of his men the leader of the group first to arrive said, "Corporal White, get those cattle and drive them back to our company as quickly as possible." Corporal White's imagination for the moment failed him, and the barn became a mere square mark on the paper, and the cattle could not be visualized.

Steever came to the rescue. In a gruff voice he said, "I am Eckinrode. What do you want here?" Again the situation became real. "I want your cattle," the boy said. "Well, they are not here any more," said Eckinrode, alias Steever. "They were driven away two days ago."

That settled it as far as Corporal White was concerned, but a member of his party excitedly whispered, "Don't you believe him!" which was good advice, but the delay occasioned by the palaver with Eckinrode,

which had also included some unnecessary questions about whether he "was friendly to our side," etc., was fatal.

The other side had, by this time, arrived, and Corporal White attempted to drive his cattle away under fire, which proved disastrous. However, Corporal White and the others learned something of a much more practical military value from the soldier's standpoint, not only about contours and scales, but using their heads, than could ever be obtained from merely executing "right shoulder arms" and "squads right" a certain number of times per week.

Rifle Practise.—Even where a rifle range is not available, it should not be difficult to find space for a shooting gallery. This practise can be made very interesting to the students and is, of course, valuable from a military standpoint. If a gallery is not available, a sub-target gun machine gives much of the interest and practical instruction of the gallery without using bullets. Aim is taken at a target, the trigger is pulled, and the point on the large target that would have been hit by the bullet is marked on a miniature target by a needle-point at the end of a rod connected with the firing mechanism of the rifle.

One of these machines installed in a hall of the barrack at Culver has been a constant source of interest to the cadets during recreation. The New York Athletic League, under the direction of General Wingate, has about five thousand boys engaged in target practise annually.

Modified Target Practise.—Even where an expensively equipped range with disappearing targets and pits for markers is not available, easel targets or silhouette figures may be utilized. Short range ammunition may be used if a safe backstop is not at hand. Steever has used easel targets and silhouette figures with satisfactory results in his work in Wyoming. The cadets fire their entire string of shots, each at his own target, bolts are then removed from the rifle so that accidental discharge is impossible, and the cadets then go forward to examine their targets and determine their scores.

For Boys Under Eighteen.—Objection has been raised to giving military training to boys under eighteen. But "why should the age be set beyond a time when the body responds most flexibly and habit becomes fixed in a way to be most easily resumed"? Every one has noted the difference between the average boy and the average man in learning to play a game like tennis. The man may comprehend the theory more quickly, but the boy senses the practise in his muscles and is out of the duffer class before the man is fairly in it.

The same thing will obtain in military instruction. I know this to be a fact. I have worked side by side with mature men in one of the government camps and I have observed high-school boys undergoing the same sort of instruction in a camp at Culver in the spring of 1915. Boys will learn in weeks what it will require months to hammer into the grown man.

Discipline and Appeal.—In some of the summer camps where high-school boys have been thrown with more mature college men, the high-school boy has not shown up so favorably as the above statement would indicate.

But the trouble is that boys of this age need a different and stricter type of discipline than has been maintained in the camps for older men, and a different sort of appeal. Put them in camps especially organized by men who understand the psychology of the seventeen to eighteen-year-old boy, and who know their business as instructors, and there will be little question as to which learns the more rapidly, the boy or the man.

Zest and Imagination.—There is a difference between the zest and imagination of the fresh enthusiastic youngster of sixteen or seventeen and that of the world-weary business man or sophisticated college senior. Under instruction the thing is real to the boy, the enemy really lurking in the shadows out beyond his outpost, the safety of his command really depends on his acuteness of vision, on the accuracy of his observation, on his fleetness of foot as he speeds back with a message, on his careful observance of cover as he crawls on his belly through ditch or brush. He gets the spirit of the thing also, and it stays with him.

Greater Adaptability.—The recognition of authority, the spirit of strict and immediate compliance with legitimate orders, the sense of responsibility, the ideals

of duty and loyalty, are all things with which youth may be readily inoculated and to which adult life is much more immune.

In a squad of business men at a training camp, instead of one corporal and seven privates as the regulations call for, there are apt to be eight corporals, seven of them telling the real corporal what to do. They will get over that to a certain extent in time, but the boy learns much more quickly that one corporal to the squad is enough.

Physical Endurance.—Boys have not the physical endurance at seventeen or eighteen that mature men have. They can not stand the gaff and they should not be subjected to the same strain, but they do have greater flexibility and adaptability and learn more rapidly, as any fair test will show. According to Major General William H. Carter, United States Army, there were over a million boys of eighteen years of age or under in the Union army during the Civil War, and three-fourths of the men in the entire army were not over twenty-two years of age. Our present minimum age for enlistment is eighteen, and while no future war will probably enlist so many young boys unless in dire extremity, the numbers between eighteen and twenty that volunteer will be very great, whether or not they have had previous training. Some military training, properly given during the high-school period, would enable the young men to be whipped into shape much more rapidly than raw troops, and would doubtless prevent much needless

sacrifice of human life. The only thing is, that such training should be provided for all and not merely for those who enroll in the high schools.

General Wood's Estimate.—General Leonard Wood, a close student of military training in the schools and colleges, in speaking of the training of boys in the Wyoming high schools, says: "Give these Steever cadets three months in a training camp for the purpose of coordinating what they have learned and familiarizing them with the work in the mass, and you will have as fine and effective a body of troops as ever took arms in defense of the country. The high-school training gives the boys the sound physical base that is the first essential to any rational plan of national preparedness. It teaches the important lessons of abstinence and self-mastery, and forms the invaluable habits of discipline and cooperative effort. Above all it grounds them in the fundamentals of military science and training, lifting them high above the raw volunteers who are the despair of officers in a crisis."

Other Views.—The superintendent of the Cañon City, Colorado, High Schools, has noted that his high-school boys who joined the local militia company were able to take hold of the work quickly and intelligently, and were good material for non-commissioned officers. Wyoming is very confident that training in the schools is good preparation for the military service. Other answers to this question are: That "it lessens the time to prepare men for military training" and "gives boys an intelligent interest in and respect for the mili-



Corps of Cadets University of California
Another Land Grant Institution showing keen interest in its military department



Cadet Regiments of the University of Illinois
Over two thousand students enrolled in its corps of cadets



International Rifle Practise Trophy
Held by New Mexico Military Academy, 1915

tary service. It should take care of the discipline end if combined with an intensive field training of proper scope properly applied." "It should be possible to inculcate a higher conception of discipline than is possible in National Guard organizations, where men are under the influence of discipline only for brief occasional drills." Only a few express themselves as believing that such training in the high schools would be of doubtful value as a preparation for military service.

DO RECORDS SHOW THAT STUDENTS SO TRAINED JOIN THE MILITIA?

Answers to this question vary considerably with different schools. In many cases a lack of interest in the militia is undoubtedly due to the fact that the cadet regards the militia training as being a less thorough repetition of what he has already received. This, of course, is by no means always the case, though undoubtedly a number of militia companies under our present system give grounds for this feeling. There is as wide divergence in esprit and efficiency of different military organizations as there is in the schools.

In cases where militia officers are instructors in the the high-school battalion, interest will naturally be much keener. A good deal will depend upon whether any active attempt has been made to interest high-school cadets in the militia, and whether the esprit and efficiency of the local militia are such as to attract the cadet who has had some military training.

Salt Lake City has record of one hundred and fifty high-school students who have joined the militia. If the militia is federalized, and its training throughly standardized, it would probably attract a great many high-school graduates who are now indifferent to it.

High-School Companies as Units of the Militia.—In Oregon several high-school organizations are regularly enlisted as parts of the organized militia of the United States. The following is from the adjutant general of Oregon: "Two high-school units have been formed in Portland of boys eighteen years of age or over. They attend one drill each week, which occupies a period of ninety minutes. They are required to engage in target practise and camps of instruction and to perform other duties required of the enlisted members of the National Guard.

"One unit composed of boys from the Washington High School of Portland is enlisted in the Naval Militia and another unit composed of boys from the Jefferson High School makes up the machine gun company of the Third Infantry, O. N. G.

"I might add that they make excellent citizen soldiers, are diligent in attending drills and learn very rapidly. The plan is still in a formative state, but gives promise of extension in the future."

Coordination of High-School Training With National Guard.—In California, the military training in the high schools is under the general control of the adjutant general of the state. Cadet officers in the various schools are appointed and commissioned by the ad-

jutant general on the recommendation of the commandant of cadets of the school. The latter is commissioned as an officer of the National Guard by the government. The uniform of the cadets is also similar to that of the National Guard, except that the collar and cap ornaments are of distinctive design, and that the cadet officers wear the cadet chevron instead of shoulder straps. In this way the work of the high school and that of the Guard is in a sense coordinated.

Closer Relationship With Militia.—Brigadier General A. L. Mills, United States Army, head of the militia division of the Army War College, strongly advocates a closer relationship between the schools and the Guard. He believes that it would be to the advantage of the Guard to sustain and direct interest in military training in the schools.* The two great difficulties which militate against efficiency in the Guard are those of recruitment and attendance at drills. Slack recruitment is largely due to lack of interest or misunderstanding of military affairs, and absenteeism has its source in lack of discipline. Both these evils would be largely cured by the interest aroused, and the discipline instilled, by instruction in the earlier and more impressionable years of life. It is too much to expect of the limited time devoted to training in the Guard that it should be able to counteract the habits of the whole previous experience of the recruit, and instill that discipline and respect for law which are essential

*From an address delivered by General Mills at the Convention of the National Guard Association, November 11, 1915.

not only to an efficient soldier but also to good citizenship.

Opposition of Labor Unions.—The labor unions are naturally antagonistic to any relationship between the high-school cadet organizations and the National Guard. Wyoming has found it desirable to keep them entirely distinct. And in large cities like Chicago, there would be undoubtedly very serious opposition to military training in the schools if it were coordinated with the militia.

Newspaper Quotations.—*Manchester, New Hampshire, American*: "In case of war, the young men are going to fight, no matter how peaceably inclined they, their fathers and mothers, and the nation at large may be, so long as there is a chance to preserve peace with honor. Once the call to arms is sounded, the boys will respond. Training the coming youth is not only national insurance against the evils of unpreparedness, but it is also insurance against the needless sacrificing of the boys themselves."

Pittsburgh Leader: "To deprive boys of effective physical training, including military drill, lest they become militaristic, is as silly as to refuse to train boys to become expert machinists and electricians lest they grow up to become safe crackers."

CHAPTER XV

EXTENT TO WHICH MILITARY TRAINING SHOULD BE USED IN THE HIGH SCHOOL

CAN the military feature, it is often asked, be used successfully as a part of a dual system? In general this dual system appears to be in effect in the high schools with satisfactory results. There should, however, be certain rules of a military character to which the cadet should conform whenever in uniform, whether at drill, about the school, or away from it.

Such rules are prescribed in the regulations for the government of the high-school cadets of California, and cover the question of bearing, deportment and neatness. For instance, the coat must be worn buttoned, hands must be kept out of pockets, there must be no smoking while in uniform, etc.

Influence of Drill on Life of School.—It should be remembered that the longer the periods during which the student is subject to the influence of military training, the more lasting will be its effect. It certainly should not be impracticable to require the observance of military courtesy and the military requirements of prompt and unquestioning obedience in the periods of the school day, besides the drill hour.

Doubtless where the instruction is real and businesslike, and the instructor is capable and inspiring, the

influences of the drill period will carry over into the other duties of the day without definite attempt to make them do so, and not only the students but the civilian teachers will respond to the influence of the military spirit in the school.

Effect of the Uniform.—There would seem to be some distinct advantage in requiring that the uniform be worn at all times in school. Our public schools are supposed to be essentially democratic, but differences of dress sometimes emphasize distinction of wealth and social position. The uniform is a great leveler. And the influence of wearing the uniform is itself of disciplinary value to the boy.

Other Answers.—Some of the answers to this question of the advisability of the dual system in high school are as follows:

Richmond, Virginia, states that they get excellent results when military discipline is enforced only during drill, and that they have not found it true that the other system seems weak or the military system irksome where the two are used together.

Fort Worth feels that in high schools it is the dual system that can be used successfully, but where boys live in dormitories it is better to have the military system in force always; that the boys soon adapt themselves to dual system in high schools.

Cañon City, Colorado, states that the dual system works with them. Boys are required to wear their uniforms in school.

One answer to the question, "Will the regular sys-

tem seem weak or the military irksome under the dual system?" is that American boys seem reluctant to accept restraint. "That is mainly why they need it. It does not matter so much what they think."

Newcastle, Wyoming, seems to think that the contrast between the regular system in the class room and the military system on the campus is desirable. They feel that better results are obtained by not restraining boys at all times.

SHOULD MILITARY TRAINING IN THE HIGH SCHOOLS BE COMPULSORY FOR ALL STUDENTS?

The replies to this question indicate a considerable division of opinion. In Wyoming where the competitive feature and the game element have been greatly emphasized in the course of instruction, the voluntary system seems to have worked out very satisfactorily. Apparently there are few boys who are physically fit for it who fail to elect the military work.

The term voluntary, of course, does not mean that the boy is at liberty to take the drill when he pleases, going to it to-day and staying away to-morrow. Having taken up the military course he must continue it diligently and regularly, as in the case of any study. The difficulty, of course, with a voluntary system is that it may miss some of those students who need it most.

If the drill is given out of school hours, that is, if those who elect to have it give to it the time that other students have free, the voluntary system is not apt to prove a success. Salt Lake City, Utah, has

maintained a very efficient high-school corps under the compulsory plan. Its city school board has made this training compulsory for all high-school students, exemptions being granted only in cases of physical disability or for other legitimate causes.

Excuses on Request of Parents.—Some answer that the drill should be semi-compulsory, granting excuses on request of parents. In Washington, D. C., although the school authorities under the law may make military training compulsory for boys who are physically fit, they have never done so.

The boy, on entering the high school, is given a blank form of enrollment, giving a concise statement of what will be expected of the boy who enrolls for the military work.

On the back of the form is a blank that the parents may fill out requesting "excuse from cadet service" and stating that "after carefully considering the statement concerning drill in the Washington High Schools I request that my son be excused drill on the following ground."

These requests are uniformly granted. Notwithstanding this fact, there are a little over two thousand boys in the military work in the Washington High Schools.

Excuses Exempting Those Who Need Drill the Most.—It would seem, however, that such a plan would be undesirable in some instances. Excuses from parents would not always be prompted by deep-rooted personal convictions against the thing in question, but some-

times would be wheedled out of them by spoiled children who most of all should have the discipline of such training. Some instructors feel, however, that they are very glad to have that type of boy out of the organization. They do not feel that they want to waste time on the trifler, but had rather give it all to the boys who are willing and anxious to learn.

There can be no real reason for exempting any physically fit boy, if the drill is given in school hours and does not trench on time he needs for work. as might be the case with boys handling a paper route or otherwise employed during their spare time. Unless the school can be assured of a system and an instructor that would arouse so much interest that practically all who are able would elect the work, or unless the same result could be accomplished by credit allowed for the military training, it would seem better to put the military instruction in the high schools on a basis that would require it uniformly of all students.

Do Students Like Military Training?—This depends altogether on the manner of giving the instruction. Where it is given in a perfunctory manner, or where there is a monotonous repetition of the mechanical features of drill, students soon grow to dislike it. This point of view is echoed in such answers as: "Yes, if properly managed"; "Depends on the way it is presented to them." Omaha says: "It is the most popular thing in the school."

Other answers that are not so enthusiastic are: "Some do and some do not"; "Young boys and officers

do." Dallas feels that the allowance of credit for seniors and one-half credit for juniors has helped to make military drill popular with the students.

The principal of the Converse County High School of Wyoming says: "The spirit is such that ninety per cent. of the boys are eager to take the work. It has worked into our system without a jar and has added to, rather than detracted from, the excellence of school work. The drill and manual of arms make it easy to organize the boys into any new plan or project because they are trained to work together in squads."

AT WHAT TIME OF DAY IS MILITARY INSTRUCTION BEST GIVEN? IN SCHOOL HOURS OR OUT OF SCHOOL HOURS?

The greater number of high schools that have given military drill agree that it should be given within school hours.

One school reports that boys having remunerative work in the afternoon are given drill during school hours, others after school.

Wyoming considers that the results are not so good if "drill is considered work in addition to school work."

Drill Before School.—Cañon City High School, Colorado, gives military instruction twice a week from eight to eight forty-five A. M. School begins at nine o'clock. They have no trouble in securing attendance, and think the mornings are better than the afternoons because so many boys work after school.

This plan may be a good one for some schools that seem to anticipate great difficulty in adjusting their

present schedules to include drill without trenching on the time for other things that are considered important. I have recently heard such a discussion in Chicago, where the physical directors were especially concerned lest the time devoted to purely physical training be taken away for military instruction.

Some parents might not look with favor on a breakfast hour that would get the boy to school at eight o'clock, but certainly it would do the boy no harm.

Afternoon Drill.—Salt Lake City requires drill three times per week after school hours. However, special instruction for non-commissioned officers is given twice per week during school hours.

Another school, while giving the actual drill out of school hours, finds time within the regular academic schedule to give instruction in hygiene, first aid, and in other subjects which lend themselves to the lecture method.

Target practise is usually given on Saturdays or at other times out of school hours.

At Culver, drill is given in the afternoon after the academic day is finished. One hour and a quarter is given to drill and an hour and a half to recreation.

The boy in the day school would probably rebel against much curtailment of the time he now has to himself in the afternoon, but doubtless, in many cases, it would be better spent if a part were required for drill.

Time Devoted to Drill.—The time devoted to drill in the high schools varies from forty minutes once each

week for one year to as much as one hour five times each week for four years, with range work in addition.

Wyoming, so frequently quoted by reason of the publicity given to the success of its system of instruction, gives two periods per week of forty-five minutes each to setting-up exercises and drill. This is the amount of time that those who elect military work are actually required to give to it.

Extra Drills.—In realty much more time is voluntarily given by the boys out of their recreation, especially when preparing for some special competition or tournament. In fact, Lieutenant Steever has told me that the interest of the boys is so great that the competitive units frequently get together for as many as six to fifteen drills per week.

Target practise conducted out of school hours, and hikes and games in troop leadership on Saturdays and other holidays, swell considerably the sum total of the time devoted to military instruction.

When boys are thus occupied out of school hours, they are profitably occupied, and both parents and teachers should welcome this appeal to their interest.

Drills once per week are too infrequent to produce results of any great value. Three times per week of required drills would probably suffice, if interest can be aroused to the extent of having the boys give spare time for some of the more interesting and competitive forms of instruction.

At What Grade Can Military Instruction Advantageously Be Given?—In general, those who have had

experience in this matter agree that military training should not be given to boys earlier than the first year in high school.

It has been the experience at Culver that the real spirit of military training passes entirely over the younger boys. Their sense of responsibility is too embryonic. They require a different sort of appeal. The minimum age limit for this reason is placed at fourteen.

Of course, an arbitrary age limit has its limitations. John at fourteen may be less responsive to an appeal to his manliness than William at eleven. Considerable judgment must be exercised, therefore, even with a set age limit. In general, the fourteen-year limit has worked well.

Boys who enter at from fourteen to seventeen years of age adapt themselves much more readily as a rule to the discipline and military instruction than boys of eighteen and nineteen.

For Younger Boys.—Some high schools have limited military training to the junior and senior years. Some small schools have taken in boys from the seventh and eighth grades. In the grades, however, some scheme of instruction similar to the Boy-Scout system could be used with much better results.

Culver has conducted for some years, during the summer season, a camp for boys under fourteen, utilizing elements of the Boy-Scout training coupled with the more exacting discipline of the military organization.

Scout work has suffered in some quarters for wan of more effective discipline. Failure to report regularl for instruction, lack of tidiness, and an absence of th prompt obedience required in a military organizatio have in my opinion militated against the most effectiv results from this really splendid scheme of trainin boys.

Whatever form of training is adopted, therefor with boys, should be real and businesslike, well orgar ized and inculcating real discipline.

Some form of discipline and physical training tha enlists the boy's interest is needed in the grade schoo in order to reach some of the many boys who do nc enter high school. Setting-up drills, scouting an patrolling exercises, camping, hikes and gallery prac tise with light-weight rifles, all lend themselves to th instruction of younger boys.

Value of Camps.—Boys who have had camp exp rience are apt to be much more efficient in their mil tary work during the school year. It has the sam sort of value to them that a summer with a surveyin party would have to a young student of civil enginee ing.

There should be no question, however, about th camp being properly organized under a man who i thoroughly experienced in camping. Slackly conducte camps do much more harm than good.

Summer camps for high-school students, if properl conducted, could be made one of the most interestin and valuable features of the military course. Thing



Indiana High-School Students in Attendance at a Free Camp-Culver Military Academy, 1915



High-School Students Reporting for Duty at the Culver Camp



High-School Students Receiving Military Training at Culver

can be taught in camp that can not be learned in school.

In camp the boy lives continuously in the military atmosphere, and things that he has learned more or less theoretically on the drill ground and in the class room sink in and fix themselves in his mind.

A very important thing is to teach the boy to take care of himself in the field. He can not learn this by reading about it; he must actually put into practise camp hygiene and sanitation before he will be able to take care of himself or others properly.

High Schools That Have Held Camps.—The Omaha High School had four hundred and fifty students in camp last summer for six days. Each cadet paid four dollars and fifty cents each and furnished cot, blankets and mess kit. At Fall River, Massachusetts, the expense of a camp is covered by a fund which is created each year for that purpose.

In general, the high schools have not conducted camps, but many are planning to do so for the coming summer. El Paso, Texas, says that the present plan is to hold a camp at Fort Bliss, and, if satisfactory to the War Department, to put the whole battalion in camp for a full month.

Undoubtedly by the continuous intensive training in camps much can be accomplished that could not be achieved during the school year.

A brief report of a very interesting high-school camp conducted at Culver last spring is given in the Appendix, and may prove suggestive to those interested in the details of such a camp.

CHAPTER XVI

THE SECURING OF COMPETENT INSTRUCTORS OF MILITARY DRILL, AND THE SELECTION AND DUTIES OF CADET OFFICERS

Too much emphasis can not be placed in getting the right sort of men for this work; not only men of adequate experience and training, but men who have a genius for imparting instruction to boys.

After a good many years in school work, I say without hesitation that the post of commandant of cadets is the most difficult position to fill satisfactorily in the whole school.

Necessary Qualifications.—He should have unbounded enthusiasm, magnetism, tact, patience, imagination and ingenuity. He must enjoy working with boys to the extent that he is willing to give it most of his spare time and count it recreation. He must be the sort of man who, though uniformly strict and scrupulously impartial, is, nevertheless, able to see things from the view-point of the youngster. He must be the type who is liked by the boys, but who counts popularity not one iota when it comes to doing his duty.

How a Competent Instructor May Be Obtained.—I would rather have one such man than a dozen mediocre instructors. He will train his own assistant from among the boys. Such men are not easy to get. Personally, if I were going to tackle the problem of getting military instruction successfully inaugurated in a high school, I would find out from some army friend, the military schools in the country that are really doing the most thoroughgoing military work, and that have the best spirit and ideals; and I would find out the cadet officers of recent graduating classes of these schools who have had the most signal success in commanding and instructing their fellow cadets.

I would see these men, personally if possible, and I would employ the one who impressed me most favorably. There are ninety-nine chances out of a hundred or even better that he will prove a winner.

He has already had executive experience, and he has shown he can handle boys under the most difficult condition, that is, while being one of them himself.

Youngsters are tremendously successful in training other youngsters. They have the enthusiasm and the pep.

I became commandant of cadets at Culver just after I was twenty-one. There were several cadets in the corps older than I was. I am sure that I did some of the best work that I ever did in those first years. I did not have the broad view of the situation that I have now, and I made a good many mistakes; but I had a stock of enthusiasm that I could never have brought

to the work if I had taken it up during more mature years.

Possibility of Securing Army Officers.—Of course, if the school can get a regular army officer who has a gift for handling boys so much the better, but regular army officers are not easy to get. The War Department authorizes the detail of only one hundred, and in their assignment the colleges and the strictly military schools are given preference.

Occasionally a retired officer can be secured who has been placed on the retired list for some disability that might interfere with prolonged service in the field or in the tropics, but that would interfere in no way with his performance of duty with high-school cadets. If such a man can be secured it would, in general, be necessary to pay only the difference between his active and his retired pay, a difference which amounts to one-fourth of his total salary.

There are sometimes available excellent ex-non-commissioned officers of the regular army. But here also it should be remembered that a man may be a good professional soldier and yet not know how to handle boys. He must know his business, but in addition he must be able to inspire boys, to idealize things to them, to create among them an esprit de corps, to command their enthusiasm, respect and loyalty.

Can Civilian Teachers Qualify?—Perhaps if the school can not obtain a man already specially qualified, it might have its physical director, or some other teacher who has the interest and inclination and can

spare the time to take a summer course at one of the citizens' training camps, study some books like Moss' *Manual*, and the principles of a system like that in Wyoming, and then try his hand on the boys.

As a rule, however, it will be better to get a man who has had some years of thorough training and discipline. Boys quickly detect the difference between a man who knows every inch of the trail over which he is going and the fellow who has to feel his way.

There is a certain military bearing and attitude of mind that as a rule can be obtained only from some years of training in a military atmosphere. And it is for this reason that I recommend a thoroughly trained man, whether officer or non-commissioned officer of the army or graduate of a high-grade military school.

Instruction That Commands Respect.—The plan suggested recently in one of our large cities of having the physical directors take a few military drills and then conduct the course of military training in the high schools, would prove a flat failure in practise. Instruction that could be given under such conditions would hold neither the interest nor the respect of the boy. If he is coached in football he wants real football, by a real football coach. If he is taught military drill, he wants real military drill, given by a man who has some claim to being a soldier.

Does Military Training Produce an Exaggerated Sense of Importance?—The cadet officer is the most important factor in the successful application of military training to the school. It is through him that

the ideals of the instructor must be imparted to the rank and file of the cadets. Much depends on the wisdom and care used in his selection.

Whether or not he has an exaggerated sense of his own importance depends on the ideals behind him and his own conception of his job.

Recently a cadet captain came to me and said, "_____ (a new cadet in his company) was quite sharply reprimanded before the company for talking in chapel. I am sure the officer of the faculty who reprimanded him made a mistake in the man. _____ is one of the best new cadets in my company; he has tried very hard and feels a little discouraged about being called down for something he did not do."

The officer of the faculty, on finding he was mistaken, was very glad, of course, to set right a matter which might otherwise have had an injurious effect on the spirit of a boy just starting out on his course as a cadet.

The Cadet Officer's Sense of Responsibility.—The keen interest of this cadet captain in his men and his sense of responsibility for their welfare is typical of the spirit we seek to inculcate in the cadet officer at Culver.

I think that often too little responsibility is delegated to cadet officers; they are mere figureheads of authority, with the emphasis on the trapping and chevrons, and not on the duties and responsibilities of an officer.

To this question, "Does military training produce in

the officers an exaggerated sense of their importance?" the answers in general are "No."

Selection of Cadet Officers.—Several different methods of selecting cadets officers are in effect in the various schools. It would be difficult to say arbitrarily which is the best.

Local conditions and the manner of carrying out the instruction would be a necessary factor in determining the most effective method of making appointments.

Election of Cadet Officers.—In Wyoming, where the military instruction is put on a game basis, with the element of competition strongly predominating, Lieutenant Steever has found it desirable to have cadet officers, or leaders as they are designated there, chosen by a vote of their fellows.

He says that mistakes are made in the beginning, that leaders are sometimes chosen simply because they are showy or popular or good politicians.

But when a unit fails a few times in competition by reason of the poor qualities of leadership of the boy in charge, the youngsters who elected him soon discover their mistake and the natural leader of the group gets the job.

Value of Elective System.—Lieutenant Steever feels that this elective system is valuable from the standpoint of citizenship, since it drives home through actual experience some lessons which may prove of great value to the boys in mature life, teaching them to recognize true qualities of leadership, and to take an intelligent and effective part in selecting in their

various communities those who are to occupy positions of trust and responsibility.

Selection of Cadet Officers by Faculty.—Under some conditions, however, the elective system may not prove satisfactory for cadet organizations. Formerly at Culver toward the close of the school year the military instructors of the faculty and cadet officers in the graduating class were asked to recommend to the superintendent cadets for appointment as officers and non-commissioned officers for the following year; and appointments were made entirely on this basis.

Appointment on Basis of Competitive Examination and Efficiency Record.—This did not prove satisfactory, and a system of appointments on the basis of a competitive examination was inaugurated.

This competitive examination system is used at present in many high schools. It was not found satisfactory at Culver, however, and a combination system was substituted which is now working admirably.

An efficiency record of each cadet is carefully kept throughout the year. At the end of the year a theoretical and practical examination on the drill and field service regulations is given and the grades combined with the efficiency grade for the year.

The names of cadets in each class are arranged in the order of these combined grades.

If twenty captains and lieutenants are needed the twenty men at the top of the list are taken, but their relative rank is determined by a vote of the military staff of the faculty.

By this plan no cadet is appointed unless his grades are high enough to put him on the efficiency list. But his relative rank and the position he is most qualified to fill, whether captain or first or second lieutenant, is left to the judgment of the military staff of the faculty.

Sergeants are similarly chosen from an eligibility list determined from cadets in the junior class.

Corporals are chosen from all classes.

A cadet may be removed from the eligibility list for cause by a two-thirds vote of the military staff.

The qualifications of every cadet in the eligibility list are carefully discussed in faculty meeting before voting commences. Voting is by ballot.

Recommendations from Graduating Officers.—Cadet captains and other cadet officers of the graduating class are freely consulted by the military staff.

The opinion of these cadet officers is of especial value, because they have opportunity in off-duty hours of seeing a side of the cadets under discussion that may not always be revealed to the officers of the faculty.

On the other hand, the faculty, with its more experienced judgment, is able to see latent possibilities in candidates for promotion that may not be apparent to the cadet officers.

Qualities to Be Considered.—First and foremost the character of the cadet is considered in appointing a cadet officer. There must be no reasonable doubt as to his dependability and trustworthiness.

If the boy is inclined to be evasive, to lack in

straightforwardness, or if he is a chronic grumble or knocker, lacking in a spirit of loyalty, he is no suitable material for promotion.

Furthermore, if he is lacking in force and the ability to command the respect of the other boys, there is no use making him an officer.

If the cadet is already a corporal or sergeant there is, of course, abundant opportunity to judge of his capacity to hold a position of greater responsibility but with the private there is less opportunity of sizing him up. The instructor who knows his business, however, will find opportunities for trying out men in the ranks, giving them a little responsibility now and then and seeing how they react to it.

It should be remembered that it is not always the showy men who make the best officers. In the company, as on the football team, some rather unpromising looking candidate may turn out to be a star.

The discerning instructor senses in such a fellow the indications of character and of dormant force, and gives him his chance to make good.

Training in Leadership.—In a military organization one man out of every eight is trained as a leader and two others should be also trained to take his place. It will be seen, therefore, that a large percentage of the boys will have some opportunity for this most valuable feature of military training, the development of qualities of leadership.

Other Factors to Be Considered.—The spirit in which a boy accepts corrections, his general discipline for the

year, punctuality, neatness, carriage and bearing, natural aptitude for the drill, all receive consideration in the cadet's efficiency record.

A satisfactory standing in studies is also required, but relative grades are not considered except in cases where other things are equal. It is found, in some cases, that a boy may be a very satisfactory student and yet be totally lacking in the ability to command.

Very Young Boys.—Finally, care should be exercised not to appoint very young boys, even as corporals, where they are to exercise command over boys considerably older. Otherwise needless friction will be caused. The younger boy may get his opportunity later on in his school course.

The System in California High Schools.—In California cadet officers in the high schools receive their commissions from the adjutant general of the state on recommendation of the commandant of cadets of the school with approval of the principal. Cadet noncommissioned officers are warranted by the commandant of cadets, with approval of the principal.

Under the California rules, cadet officers and noncommissioned officers may be reduced to ranks for falling back in studies, for misbehavior either in the school or in the cadet company (a wise provision, for it emphasizes to the cadet officer the need of being always an example to those under him), or he may be reduced for other good cause in the judgment of the principal.

All cadet officers, that is, captains and lieutenants, are appointed from the senior and junior classes. Ap-

pointments are made at commencement for the following year, and thereafter as vacancies occur.

Examinations both theoretical and practical are required for promotion.

Where larger units are made up of smaller units from several schools, cadet officers for the larger units are chosen by competitive examination, among cadets recommended by the principals of the various schools in the organization.

Cadet Colonels and Majors.—In Wyoming no cadets are appointed to grades higher than that of captain. If companies are combined into battalions, or battalions into regiments, the ranking captains act as field officers, seniority between cadets of the same grade being determined by the date of appointment and between schools by the date of their commissions as high schools.

This would seem to be an excellent plan, for it has always appealed to me as extremely incongruous to have young boys holding the rank of major and colonel even in cadet organizations.

Under the Wyoming plan, although all classes take military drill, appointments even of corporals are limited to the junior and senior classes, in which are the more mature boys.

Drawback to Promotions on Basis of Seniority.—In some schools promotions from year to year are made on a basis of seniority. That is, if a cadet is ranking corporal this year he becomes ranking sergeant the next, and so on.

This is not a good plan. The boy who seems to be the best man for appointment as ranking corporal this year may in the actual discharge of his duties show himself to be less efficient than some other corporal far down the list, and it is bad to establish a custom that makes him feel that he is entitled to hold his seniority in the next higher grade.

Try Outs.—An excellent plan which has been followed at Culver has been that of making all appointments at the beginning of the year tentative, subject to entire readjustment at the end of two months, depending on the ability and diligence cadets have shown in the various grades to which they have been temporarily appointed.

Also, a cadet officer who falls below a certain fixed efficiency grade for any two months of the school year either may be reduced outright, or reduced with the privilege of immediately entering competition for reappointment, in which competition privates or cadets of lower grade may enter.

Necessity for Special Training and Instruction.—Cadet officers and non-commissioned officers must receive very careful special training outside of the regular drill.

No matter what the boy's natural aptitude for leadership may be, it is unfair to him to turn him loose on his fellow cadets without very careful coaching as to his special duties, his attitude and bearing toward those under him, and his obligations to them.

This phase of the matter is more fully covered under

the description of the duties of the cadet officer in the strictly military school.

An Illustration.—Years ago when I came to Culver it was a very small school, with little esprit de corps; the cadets looked upon drill as drudgery, and the cadet officers for the most part knew as little as the cadets in ranks, and had much the same attitude of indifference.

As the very first move I put all of the cadet officers in a separate detachment and personally instructed them for a month during the drill hour, while another member of the faculty put the other cadets through setting-up exercises.

At the end of that time the cadets, in general, were beginning to carry themselves as soldiers, and the cadet officers were ready to act as efficient drill masters.

This was in January. By June they had turned an indifferent aggregation of boys who hated drill into a well drilled and well instructed battalion, and had inoculated the corps with an enthusiasm and a desire to excel that has stayed with it ever since.

Reducing the Inefficient.—I may say also that if I found a cadet officer inefficient I did not hesitate to take him out. In those days, I was not seeking for the best lookers or the men with the best voice, but the fellows with force.

I had one cadet officer who stammered and who had to say "Great Scott" before he could give a command, but he was a fellow whose orders no other cadet ever thought of questioning, and that meant more than a clarion voice or a forty-four chest.

CHAPTER XVII

THE QUESTION OF UNIFORM

THE effect of the uniform on the spirit and interest of the cadet was emphasized to me some years ago by a change that was made at Culver in the method of uniforming new cadets.

For a number of years the newcomer had been required to drill in citizen's clothes for several weeks, while his uniforms were being made to order. Then, principally that the measurements for his permanent uniform might be deferred until he had acquired his set-up, the plan was inaugurated of putting the new cadet in an inexpensive ready-made uniform immediately on entrance.

The difference in the results under the new plan and the old was most striking. The boy in uniform made twice the progress that the new cadet in citizen's clothes had made in previous years.

I shall never forget how awkward and out of place I myself felt as a new cadet, years ago, at the Virginia Military Institute, drilling in a derby hat and a pair of white gloves.

The uniform is more than an ornamental garb to tickle the fancy. In fact, the modern service uniform has no glitter nor trumpery about it. It is far more

modest and simple than the civilian dress of the modern high-school "fusser."

Uniform Puts All on Democratic Basis.—It is a great leveler. In the corps of cadets, the son of a millionaire wears no better clothes than the janitor's boy. Distinctions are not such as are indicated by the length of the father's pocketbook, the cut of the clothes, the exclusive pattern of a silk shirt or the loudness of the socks. There is still individuality, but it shows itself in carriage, in neatness and bearing; there are still distinctions, but they are those of real merit and worth.

It is a fine thing for boys of all classes to be put on the democratic basis, for each tub to stand on its own bottom, and for young boys to learn to see the stuff on the inside rather than on the outside of the other fellow.

The uniform should be a factor in developing the character of the boy. If the military instructor is the right sort of man, he will be able to stimulate among the boys a keen pride in their organization, and they will come to feel very strongly that they must not do anything that will reflect discredit on the uniform of their corps.

Expense.—The expense of the uniform in some cases is a serious consideration. It is true, if the uniform is worn throughout the school day instead of only during the drill hour it in part takes the place of other clothing and is not altogether an additional expense. Even at that, however, there will be parents who will

feel that they can not afford the necessary outlay, small as it may be.

State Aid.—In Wyoming the state annually makes an appropriation of twenty-one hundred dollars for the purchase of uniforms. This appropriation is not, of course, sufficient to provide uniforms for all cadets, but is used in helping out boys who could not otherwise afford to supply themselves with the military outfit. The matter is handled by the principal of the school. There is no embarrassment to the boy who is helped, for no one knows about it. No cadet receives any help in purchasing his uniform who will not agree in writing not to use tobacco in any form.

The cost of the uniform in Wyoming is eleven dollars and seventy cents. There is no middleman's profit; local dealers do not supply the uniform. The cadet gets it direct from the manufacturer at actual cost. It consists of cap, blouse and trousers. In some cases blue chambray shirts and duck trousers are got for hot weather use, but these are bought locally by the cadet.

In Salt Lake, the cadets buy their own uniforms, locally, at a cost of sixteen dollars and fifty cents for the full outfit. In California, the state furnishes chevrons for cadet officers and non-commissioned officers, and cap insignia for all cadets.

In some localities, entertainments or benefits of some kind have been got up to help defray the cost of uniforms, and subscriptions have been solicited from public spirited business men for the same purpose.

Government Uniform.—If Congress would authorize the purchase of uniforms for high-school cadets at cost from the Quartermaster's Department of the army, a very good grade of uniform could be had at a lower cost than is now possible.

The 1915 prices for olive drab service uniforms were as follows:

Cap	$.78
Blouse	3.84
Breeches	2.35
Leggins	.49
Total	$7.46

The foregoing outfit is sufficient, but if an olive drab shirt is desired for field work the cost would be $2.37. Campaign hats cost $1.21. Regulation marching shoes are listed at $2.90.

Service Uniform for High-School Use.—The service uniform is much more suitable and sensible for high-school battalions where only one uniform is possible. Some high schools still adhere to the blue dress uniform, but while more showy it is less serviceable and is not suitable for field work. It would seem much better to use a service uniform of cadet gray or olive drab, consisting of the articles listed above. The gray makes a better looking uniform in low priced materials than the olive drab. The cheaper olive drab cloth has an untidy soiled look about it after very little wear.

The hat is inclined to lose its shape and to look

untidy unless made of very good felt. In general the cap is better for school use. The hat is intended primarily for the field.

Loose trousers instead of breeches that button around the calf are quite generally used. But the breeches are much trimmer when worn with leggins.

The trousers, except for wear with the dress uniform, were discarded at Culver years ago. The trousers may, perhaps, be somewhat less expensive than the breeches.

Fit and Care of Uniforms.—Some care should be exercised to have the uniforms fit. An ill-fitting uniform has a depressing, instead of stimulating, effect on the wearer.

Blouse (coat) should be V-shaped, that is, snug at waist and loose in chest. The boy does not increase in waist measure as a result of the setting-up drills; usually it is the contrary, but does increase surprisingly in chest measure. I have seen boys gain three or four inches in as many months.

Uniforms should always be worn in a soldierly manner, fully buttoned, brushed, and free from spots. Hands should be kept out of pockets, caps on straight. It should be impressed on the cadet that when he is in uniform he must carry himself like a soldier, head up, chest out. When he walks he must step out as if he were really going somewhere, not shamble. When he stands he must do so squarely on both feet.

Insignia and Merit Badges.—Every one knows how prodigiously a boy will work to win his school athletic

emblem. The success and honors that may be gained in adult life by fitting preparations are too intangible, too far away to be in themselves much of an incentive for such preparation.

The boy lives in the present. He will work his head off for the tangible bit of ribbon or piece of braid or scrap of metal that stands for an achievement in the life that he is living at the moment, whereas he would not turn a hand to increase his prospects of being a governor or a railroad president twenty years hence.

I am quoting Lieutenant Steever frequently, because I am writing largely with reference to the high school, and Steever has applied principles to high-school cadet training that I know produce results, because I have seen them in successful operation with the cadets at Culver for a good many years.

Lieutenant Steever gives the boy the privilege of wearing a narrow gold stripe on the sleeve of his uniform for each year he has won academic honors, and a star for each year he has been a member of a winning squad in any inter-school military competition.

At Culver, no cadet is permitted to wear the official Culver collar ornament until he is recommended by his cadet captain, his tactical officer and the commandant for his soldierly bearing and set-up both in and out of ranks.

In our summer schools, devices are awarded for all-round development. One device signifies Proficient Cadet, another Distinguished Cadet and a third Honor Cadet. A certain number of points must be won in

every school activity, athletic, military, social, for each rating.

These are merely suggestions; each school must work out its own particular scheme, but the underlying principle is the same in all.

Chevrons and Insignia of Rank.—Insignia of rank for cadet officers and non-commissioned officers should be of the cadet pattern used at West Point. It looks decidedly out of place to see a seventeen or eighteen-year-old cadet captain wearing the insignia of rank of a captain of the regular army.

CHAPTER XVIII

THE LAND GRANT COLLEGES AND MILITARY SCHOOLS AS A SOURCE OF RESERVE OFFICERS

THE bugaboo of caste is a little apt to stick up its head when it is proposed to create a reserve officers' training corps in the schools and colleges.

There is no danger, however, of creating an "officer class" in this country. Besides, there is no reason why volunteer officers should be limited exclusively to graduates of military schools and colleges any more than that officers of the army should be limited to graduates of West Point.

Inadequate Training.—Many efficient officers, both of the regular army and of volunteers, have risen from the ranks. But that is, nevertheless, an inadequate and uncertain source of supply.

The modern officer should be a highly trained man. There is no time to train him after war is declared. Men of great natural aptitude for military service and a genius for leadership will continue to surmount the handicaps of limited preliminary training and achieve marked success in war, just as Forrest and Funston have done. But for the many who are to command volunteer troops there should be special training, unless we are to commit some of the military crimes of the

past in needlessly sacrificing troops under inexperienced leadership. It is to be hoped that we have learned our lesson, and that in the future something more will be needed to secure an officer's commission than a military ambition and a political pull.

Officers From the The National Guard.—There are devoted and enthusiastic officers in the National Guard who at considerable personal sacrifice have taken the time for correspondence study and special courses at army schools, and have fitted themselves for effective service in their respective grades. No system should be inaugurated that would in any way fail to recognize to the fullest extent the work of such men, whether they are college graduates or not. But the Guard in the main is composed of those whose time for specialized study is limited, and for this reason the number of reserve officers that the Guard could produce in excess of its own needs would necessarily be small.

Non-Commissioned Officers of the Army as Volunteer Officers.—Similarly, no plan should be sanctioned that would curtail the opportunity for volunteer commissions for the splendid material among experienced non-commissioned officers of the army.

Neither the Guard nor the army, however, can furnish anything like the number of volunteer officers who would be needed in the event of war. The main reliance must be on some larger reservoir from which trained material can be drawn.

Number of Reserve Officers Needed.—Were the country to become involved in war, something like forty thousand officers would be required for every million men. West Point last year graduated only one hundred and sixty-four officers,—barely enough to supply the needs of our small regular army. The graduates of strictly military state and private institutions numbered only nine hundred.

On the other hand, the colleges graduate a total of thirty-four thousand men. If only fifty per cent. of these college graduates could receive adequate military instruction during the college course, we would in a few years have an abundant supply of trained leaders for volunteer troops.

Can Colleges Train Officers Effectively?—From the standpoint of intellectual equipment the colleges afford excellent material. The question is, however, can the colleges spare the time to give this material the highly specialized training required by the modern officer, and can the colleges furnish the necessary atmosphere of discipline for the development of that attitude of mind which is as essential to the officer as his fund of military information?

Unfortunately, many of the land grant colleges receiving appropriations from the government and required by law to give military training have for the most part carried out their military obligations so ineffectively in the past as to give rise to serious doubt as to the feasibility of training reserve officers in the colleges.

Some have given only one hour per week for the freshman year to military drill; others have taken the matter more seriously and have given from three to five hours per week for a period of two years; some have given the instruction perfunctorily and with little true military spirit; a small number have made the work really effective. A very few are essentially military in character, regulating the whole life of the college on a military basis.

Broader Training of Strictly Military Institutions.—If we could train all our reserve officers in these essentially military colleges, the problem would be a comparatively simple one.

In such institutions the student gets more than military instruction. He gets discipline, without which mere instruction is of little value.

His military training is not limited to a few drills and lectures per week, but he actually lives the life of the soldier. He turns out in the morning to the notes of the bugle, and he goes to bed by the same summons. He marches to meals and to classes, he lives in a military atmosphere where respect for constituted authority and the ideals of the soldier become second nature.

The Test of War.—There is no surmise about the military value of the training afforded by these strictly military institutions. They have stood the test of war. The distinguished records of Norwich University in the North and the Virginia Military Institute in the South bear eloquent testimony to the service the gradu-

ates of such institutions can be expected to render in a time of national stress.

Norwich University furnished the northern army in the Civil War, fourteen major generals, thirty-eight brigadier generals, one hundred and forty-one colonels and majors, and two hundred and eighty-five captains and lieutenants. This little school in the hills of Vermont even contributed to the Confederacy, for among its graduates in the southern army were one major general, thirteen colonels, one lieutenant colonel, and three majors.

The Virginia Military Institute in the South contributed to the Confederacy eleven hundred commissioned officers, including thirty general officers and over five hundred field officers, a very remarkable achievement when it is considered that up to June, 1861, the matriculates of the institution had numbered only twelve hundred and its graduates five hundred.

Ability to Provide Training of Modern Officer.—These figures, of course, would not necessarily indicate the ability of such institutions to provide the more highly specialized training required for the modern officer. There are more recent statistics, however, which seem to afford satisfactory assurance on this point. Seven hundred graduates of the essentially military schools have obtained commissions in our regular army, and many more will doubtless be appointed in connection with the increase which Congress now has under consideration.

There are, however, comparatively few of these



The Armory of the University of Minnesota



Armory ot the University of Vermont, showing how government arms are cared for when not in use



Armory of Ohio State University
One of the Land Grant Colleges that has given encouragement to its military department

essentially military institutions, and it will be necessary to look to the non-military colleges with military courses as the source of supply for the greater proportion of reserve officers.

Present Interest In Colleges.—At present there is much interest among such institutions in affording military training, but later it is conceivable that it will wane.

Harvard is now forming its regiment and Yale its battery; non-military colleges are putting in military courses, and some of the land grant colleges that for years gave as little military training as they possibly could under the law, with faculties which were unfavorable to such training and tolerated it solely because they had to, are turning some of their plowshares back into swords and seeking to do really effective military work.

Will the Interest Wane?—But the present ardor of the land grant colleges may abate, and the non-military colleges that have no obligation to give military instruction, once the war scare is over, may dispense with military training as rapidly as they are now taking it up.

The Spanish War, for instance, so stimulated the interest of the University of Chicago students in military training, that large numbers volunteered for a student organization. A major from the regular service was detailed for the duty. In a year or so, however, their military ardor flickered out, the battalion dwindled into a company, and finally the major, finding

himself in command of only twenty men out of several thousand students, asked to be relieved. It is, therefore, manifest that any plan for providing reserve officers that is dependent on the present abnormally stimulated interest in military training will fail.

Need for Utilizing Various Types of Schools.—To obtain the requisite amount of trained material for volunteer officers, it will be necessary to utilize the output of all institutions that afford military training.

The course of instruction should be prescribed by the government, and any institution which can and does give this course with a satisfactory degree of thoroughness should be included in the scheme for training, whether it be land grant college, private institution, university or high-grade preparatory school, taking from each the material suitable for the different branches of the service and grades of rank.

Officers Requiring Highly Technical Training.—Officers of the Ordnance Department require, in designing and supervising the construction of material, all the expert knowledge of the mechanical, chemical and electrical engineer. Officers of the Coast Artillery, and of the Engineer, Signal and Supply Corps also require an advanced technical training.

Naturally such material must come from the colleges alone. But much excellent material for company officers of infantry and cavalry is turned out by those military institutions of the preparatory class that are designated by the War Department as "Honor Schools."

Estimate of the Number of Trained Officers.—During the last ten years forty-four thousand, five hundred twenty-nine young men have been graduated from collegiate institutions maintaining military departments, while from the essentially military schools, seven thousand have been graduated.

In view of the great lack of uniformity in military institutions during the past, comparatively few of these men would make trained officers as the term is now understood. The figures, however, which are for normal years where there has been no great interest in military matters, will give us some idea of the supply of trained men from educational institutions that might be available for reserve officers under a properly standardized course of instruction.

In view of the widely different conditions existing in these various institutions, the task of standardizing their military courses will not be easy. In fact, some have felt that it would be better to create other agencies especially for the purpose of training volunteer officers.

Cadet Companies for Training Reserve Officers.—Cadet companies attached to regiments of the regular army have been suggested, with certain educational and other special requirements for admission to such companies, and with a year's service as a prerequisite to a commission as a reserve officer.

It is doubtful, however, if such a plan in normal times of peace would attract either the quantity or quality of men needed. It might be used to supple-

ment the output of the educational institutions, but in itself would not suffice.

Special Training Schools.—A bill has also been introduced in Congress by Mr. McKellar of Tennessee, to create special schools in each state for the training of reserve officers. In such schools, cadets are to be educated in military as well as in technical and academic courses. This education is to be wholly at government expense, involving the outlay of millions of dollars per year. In return the students must obligate themselves to seven years' service as reserve officers.

The plan has many excellent features, but would be a costly one to the government. It would seem more economical to utilize, if possible, the existing schools and colleges than to create new ones for the special purpose of offering military training. One of the following plans would seem to offer much greater likelihood of success, since they make use of the traditions and esprit that our established schools and colleges have developed through many years of labor and effort. Buildings and appropriations can not make a school. There are more vital things, in which time is an element.

A Plan That Offers a Strong Appeal to College Spirit.—College spirit makes the winning team; regimental esprit makes the efficient military organization. An interesting plan proposes to combine them both through a system of reserve regiments bearing the name of the school or college.

We can readily understand what a strong appeal to

college pride and fealty this would make. We can picture William Smith of Cornell or Henry Brown of Purdue drilling with much greater zest and enthusiasm if he feels that unless he puts all he has in him into his college drill, Cornell Reserve Regiment No. 1 or Purdue Reserve Regiment No. 2 will suffer by contrast with that of some rival institution if ever called on for active service.

Even the strictly military schools and colleges, which already have fine esprit de corps, would find that such a plan would put their cadets more than ever on their toes. A V. M. I. regiment or a Culver regiment would mean a great deal to men of such institutions.

Men who completed only part of the course would go into the regiment as non-commissioned officers or privates. Men who completed the course satisfactorily would receive commissions as reserve officers.

Obligations and Advantages.—The plan would carry with it some obligations but also some returns. If William Smith wished to prepare himself for the possibility of service with his college regiment, he would bring to the college the necessary legal consent of his parent or guardian to enroll formally for a period of years in the College Reserve of the United States Army.

He would then receive each year a service uniform complete, fifty dollars cash, his transportation to some summer maneuvers and rations while there. Not a great deal, of course, but nevertheless enough to be of material help to a good many students.

Then if he finished his course satisfactorily the plan would propose for him a further very substantial benefit; namely, a year as an additional second lieutenant in the regular service, with a second lieutenant's pay. This would give him experience in handling men that would prove a business as well as a military asset, and five or six hundred dollars in pocket to start life with.

His year as a "shave tail" lieutenant of regulars would also show his ability as an officer and would determine his rank in the reserve regiment of his school or college. As a reserve officer, if the government were disposed to be generous, he might receive, say fifty dollars a year. Or if he were called upon to instruct a high-school company in his home town, the amount might be doubled or trebled. Meanwhile, the War Department would supply him with all the service manuals, so that he might keep up with changes as they occur.

Age Limit.—If, on completing the course in his school or college, he were under twenty-one years of age he would still be admitted to the reserve, but he would not receive his year of regular army service or join the field army in time of war until he became of age. Meanwhile, however, if war came he could render valuable aid in training recruits.

Of course, no school or college would be included under the plan that did not provide a course of military instruction conforming in every way to the standards set by those in authority in Washington.

Not Every Student Need Enroll.—Not every man in

the college need enroll as a reservist. If Henry Brown did not care to obligate himself and did not need the free uniform or the fifty dollars a year, or did not covet the experience of a year as an officer in the regular service, he might take the drill just as he does now, with no obligation after his college course was over.

But for many, it would prove a real incentive, and there would be fewer men in the government aided institutions "cussing out" drill as a disagreeable and unwelcome burden imposed on them by the land grant law, and trying to get out of it to play in the band, or take part in athletics, or to do this or that or any other thing rather than drill.

Effect on Militia.—It is possible that at first thought the militia may oppose this plan. But on further contemplation, they will doubtless see an advantage in it to their own organization. The militia, like the army, has suffered in the past from the great lack of interest in military affairs on the part of the general public. Recruitment has been slack, and absenteeism in the militia has made the attainment of anything like satisfactory standards a herculean task. If some real life and interest were now infused into the military work of the state universities, there would soon be on the part of many leaders in each commonwealth, a genuine interest in the militia rather than the indifference and lack of cooperation that now exists.

Economy of Plan.—Of the thirty-one thousand students who lined up for the government inspection in the colleges and military schools last year, if only ten

ates of such institutions can be expected to render in a time of national stress.

Norwich University furnished the northern army in the Civil War, fourteen major generals, thirty-eight brigadier generals, one hundred and forty-one colonels and majors, and two hundred and eighty-five captains and lieutenants. This little school in the hills of Vermont even contributed to the Confederacy, for among its graduates in the southern army were one major general, thirteen colonels, one lieutenant colonel, and three majors.

The Virginia Military Institute in the South contributed to the Confederacy eleven hundred commissioned officers, including thirty general officers and over five hundred field officers, a very remarkable achievement when it is considered that up to June, 1861, the matriculates of the institution had numbered only twelve hundred and its graduates five hundred.

Ability to Provide Training of Modern Officer.—These figures, of course, would not necessarily indicate the ability of such institutions to provide the more highly specialized training required for the modern officer. There are more recent statistics, however, which seem to afford satisfactory assurance on this point. Seven hundred graduates of the essentially military schools have obtained commissions in our regular army, and many more will doubtless be appointed in connection with the increase which Congress now has under consideration.

There are, however, comparatively few of these



The Armory of the University of Minnesota



Armory of the University of Vermont, showing how government arms are cared for when not in use



Armory of Ohio State University
One of the Land Grant Colleges that has given encouragement to its military department

essentially military institutions, and it will be necessary to look to the non-military colleges with military courses as the source of supply for the greater proportion of reserve officers.

Present Interest In Colleges.—At present there is much interest among such institutions in affording military training, but later it is conceivable that it will wane.

Harvard is now forming its regiment and Yale its battery; non-military colleges are putting in military courses, and some of the land grant colleges that for years gave as little military training as they possibly could under the law, with faculties which were unfavorable to such training and tolerated it solely because they had to, are turning some of their plowshares back into swords and seeking to do really effective military work.

Will the Interest Wane?—But the present ardor of the land grant colleges may abate, and the non-military colleges that have no obligation to give military instruction, once the war scare is over, may dispense with military training as rapidly as they are now taking it up.

The Spanish War, for instance, so stimulated the interest of the University of Chicago students in military training, that large numbers volunteered for a student organization. A major from the regular service was detailed for the duty. In a year or so, however, their military ardor flickered out, the battalion dwindled into a company, and finally the major, finding

himself in command of only twenty men out of several thousand students, asked to be relieved. It is, therefore, manifest that any plan for providing reserve officers that is dependent on the present abnormally stimulated interest in military training will fail.

Need for Utilizing Various Types of Schools.—To obtain the requisite amount of trained material for volunteer officers, it will be necessary to utilize the output of all institutions that afford military training.

The course of instruction should be prescribed by the government, and any institution which can and does give this course with a satisfactory degree of thoroughness should be included in the scheme for training, whether it be land grant college, private institution, university or high-grade preparatory school, taking from each the material suitable for the different branches of the service and grades of rank.

Officers Requiring Highly Technical Training.—Officers of the Ordnance Department require, in designing and supervising the construction of material, all the expert knowledge of the mechanical, chemical and electrical engineer. Officers of the Coast Artillery, and of the Engineer, Signal and Supply Corps also require an advanced technical training.

Naturally such material must come from the colleges alone. But much excellent material for company officers of infantry and cavalry is turned out by those military institutions of the preparatory class that are designated by the War Department as "Honor Schools."

Estimate of the Number of Trained Officers.—During the last ten years forty-four thousand, five hundred twenty-nine young men have been graduated from collegiate institutions maintaining military departments, while from the essentially military schools, seven thousand have been graduated.

In view of the great lack of uniformity in military institutions during the past, comparatively few of these men would make trained officers as the term is now understood. The figures, however, which are for normal years where there has been no great interest in military matters, will give us some idea of the supply of trained men from educational institutions that might be available for reserve officers under a properly standardized course of instruction.

In view of the widely different conditions existing in these various institutions, the task of standardizing their military courses will not be easy. In fact, some have felt that it would be better to create other agencies especially for the purpose of training volunteer officers.

Cadet Companies for Training Reserve Officers.—Cadet companies attached to regiments of the regular army have been suggested, with certain educational and other special requirements for admission to such companies, and with a year's service as a prerequisite to a commission as a reserve officer.

It is doubtful, however, if such a plan in normal times of peace would attract either the quantity or quality of men needed. It might be used to supple-

ment the output of the educational institutions, but in itself would not suffice.

Special Training Schools.—A bill has also been introduced in Congress by Mr. McKellar of Tennessee, to create special schools in each state for the training of reserve officers. In such schools, cadets are to be educated in military as well as in technical and academic courses. This education is to be wholly at government expense, involving the outlay of millions of dollars per year. In return the students must obligate themselves to seven years' service as reserve officers.

The plan has many excellent features, but would be a costly one to the government. It would seem more economical to utilize, if possible, the existing schools and colleges than to create new ones for the special purpose of offering military training. One of the following plans would seem to offer much greater likelihood of success, since they make use of the traditions and esprit that our established schools and colleges have developed through many years of labor and effort. Buildings and appropriations can not make a school. There are more vital things, in which time is an element.

A Plan That Offers a Strong Appeal to College Spirit.—College spirit makes the winning team; regimental esprit makes the efficient military organization. An interesting plan proposes to combine them both through a system of reserve regiments bearing the name of the school or college.

We can readily understand what a strong appeal to

college pride and fealty this would make. We can picture William Smith of Cornell or Henry Brown of Purdue drilling with much greater zest and enthusiasm if he feels that unless he puts all he has in him into his college drill, Cornell Reserve Regiment No. 1 or Purdue Reserve Regiment No. 2 will suffer by contrast with that of some rival institution if ever called on for active service.

Even the strictly military schools and colleges, which already have fine esprit de corps, would find that such a plan would put their cadets more than ever on their toes. A V. M. I. regiment or a Culver regiment would mean a great deal to men of such institutions.

Men who completed only part of the course would go into the regiment as non-commissioned officers or privates. Men who completed the course satisfactorily would receive commissions as reserve officers.

Obligations and Advantages.—The plan would carry with it some obligations but also some returns. If William Smith wished to prepare himself for the possibility of service with his college regiment, he would bring to the college the necessary legal consent of his parent or guardian to enroll formally for a period of years in the College Reserve of the United States Army.

He would then receive each year a service uniform complete, fifty dollars cash, his transportation to some summer maneuvers and rations while there. Not a great deal, of course, but nevertheless enough to be of material help to a good many students.

Then if he finished his course satisfactorily the plan would propose for him a further very substantial benefit; namely, a year as an additional second lieutenant in the regular service, with a second lieutenant's pay. This would give him experience in handling men that would prove a business as well as a military asset, and five or six hundred dollars in pocket to start life with.

His year as a "shave tail" lieutenant of regulars would also show his ability as an officer and would determine his rank in the reserve regiment of his school or college. As a reserve officer, if the government were disposed to be generous, he might receive, say fifty dollars a year. Or if he were called upon to instruct a high-school company in his home town, the amount might be doubled or trebled. Meanwhile, the War Department would supply him with all the service manuals, so that he might keep up with changes as they occur.

Age Limit.—If, on completing the course in his school or college, he were under twenty-one years of age he would still be admitted to the reserve, but he would not receive his year of regular army service or join the field army in time of war until he became of age. Meanwhile, however, if war came he could render valuable aid in training recruits.

Of course, no school or college would be included under the plan that did not provide a course of military instruction conforming in every way to the standards set by those in authority in Washington.

Not Every Student Need Enroll.—Not every man in

the college need enroll as a reservist. If Henry Brown did not care to obligate himself and did not need the free uniform or the fifty dollars a year, or did not covet the experience of a year as an officer in the regular service, he might take the drill just as he does now, with no obligation after his college course was over.

But for many, it would prove a real incentive, and there would be fewer men in the government aided institutions "cussing out" drill as a disagreeable and unwelcome burden imposed on them by the land grant law, and trying to get out of it to play in the band, or take part in athletics, or to do this or that or any other thing rather than drill.

Effect on Militia.—It is possible that at first thought the militia may oppose this plan. But on further contemplation, they will doubtless see an advantage in it to their own organization. The militia, like the army, has suffered in the past from the great lack of interest in military affairs on the part of the general public. Recruitment has been slack, and absenteeism in the militia has made the attainment of anything like satisfactory standards a herculean task. If some real life and interest were now infused into the military work of the state universities, there would soon be on the part of many leaders in each commonwealth, a genuine interest in the militia rather than the indifference and lack of cooperation that now exists.

Economy of Plan.—Of the thirty-one thousand students who lined up for the government inspection in the colleges and military schools last year, if only ten

thousand passed into the reserve as privates and non-commissioned officers, and say three thousand as reserve officers, we would have at the end of ten years at least one hundred thousand reservists and thirty thousand reserve officers. As a matter of fact, with the stimulus of the plan the numbers might well be twice as large. This would be achieved with little strain on the government pocketbook. In fact, the plan is a marvelously economical one, producing one hundred thousand reservists, and at the same time aiding many young men to get a collegiate education at an average cost that would probably not exceed three hundred dollars per capita.

Plan For a Reserve Officers' Training Corps.—The plan favored by the Army War College at Washington, and now a part of the Chamberlain bill before the Senate, is in some particulars similar to the plan just described. It proposes to coordinate the military departments of all institutions to which officers of the army are detailed, and to designate this coordinated machinery as the Reserve Officers' Training Corps of the United States.

This would immediately give a prestige and unity to the work of these institutions which they have hitherto entirely lacked. Heretofore, in a vague way, it has been assumed that the training offered by such schools was of value to the government, but there has been no definite provision for conserving it, and no assurance that those who go through with it would have any more opportunity for securing an appointment as

a volunteer officer than the totally untrained civilian with a political "pull."

Under the proposed plan the student would be given for the first time something definite to look forward to as a result of the training to which he voluntarily subjects himself.

Requirements of Institutions.—It would not be necessary for the institution to place all of its students under military training, but it must agree to maintain under such instruction not less than one hundred physically fit male students.

The most important feature of the plan is that the institution must agree to maintain its military work at a standard set by the War Department and to require as its minimum military course certain definite theoretical and practical training prescribed by the Secretary of War. These institutions must also agree to make the course a prerequisite for graduation for the students who enter upon it.

The course of theoretical and practical training contemplated is less in scope and in time required than that now given in some of the strictly military schools and colleges, but is considerably more than is now given in most of the land grant colleges. The question at once arises as to whether all of these institutions can be induced or required to bring their military training up to the prescribed standard.

Striking a Balance.—It is essential, of course, that the military work prescribed by the War Department shall strike a just balance between the desire of the

government to secure properly trained officers and the necessity of the institution to maintain its academic work at a proper standard.

It is significant that men like President James of Illinois, and President Thompson of Ohio—both heads of great universities that have taken the lead in an effort to make the military courses of the land grant colleges really worth while and a valuable asset to the government from a military standpoint—feel that this can be done without any sacrifice to the academic standards of the institution. It is also worth noting that some of the land grant colleges, like the A. & M. of Texas, find it possible to maintain themselves as strictly military institutions without sacrificing academic ideals.

Land Grant Institutions' Failure to Give Efficient Instruction.—Now, even if an efficient military course can be conducted without undue interference with other college duties, will it be done in a sufficient number of these institutions to produce the quantity of trained men needed?

What have been the difficulties in the past with those institutions that, although required to give training for a special purpose, have given it in such a perfunctory way as to fall far short of that purpose?

First, we have what Professor Edward Orton of Ohio has termed "the wrong mental attitude" of the faculties of most of the colleges toward military instruction; the tendency to regard it as a waste of time, and to "give as little of it as they think will pass

muster." This attitude of neglect or indifference is probably due in part to a misconception of the extent to which the land grant colleges are obligated to give military training.

Obligations of Land Grant Colleges.—These land grant colleges were born in war times. Their birthday was July 2, 1862, a significant date, just the day after the close of McClelland's Peninsular Campaign. While the law which gave them life stated as their leading object the teaching of the mechanical and agricultural arts, it also prescribed military training; in fact, these two words "military training" unquestionably had a lot to do with the bill becoming a law when it did.

Some of the faculties of these land grant colleges who are indifferent to military training claim that its inclusion in the bill was merely incidental. But doubtless, they have not read with care the speeches of its father, the Honorable Justin S. Morrill of Vermont.

Mr. Morrill made quite a feature of military training in urging the bill's passage. He deplored the fact that it had not been passed a quarter of a century earlier in order that the young men of the North might have "more fitness for their duties: whether on the farm, in the workshop, or on the battlefield." "West Point, as a source of officers," he said, "is wholly inadequate when a large army is to be suddenly put into service." There can be little doubt as to the purpose he had in mind.

Failure to Prescribe Extent of Training.—Unfortunately, however, the bill did not prescribe the amount

of training to be given, did not authorize the Secretary of War to do so, and did not make any provision for withholding government aid from institutions which failed to keep their work up to the proper standard.

The question now is: Can these defects be remedied, and can we have any assurance that these institutions will do really effective work in the future?

While the question of preparedness has greatly stimulated the interest of the land grant colleges in their military departments, it is doubtful if all faculties can be converted to Professor Orton's view that intellectually, physically, and from the standpoint of discipline in its broad sense, military training affords "one of the very best tools in our whole educational kit." But under the proposed plan, if not converted by the advantages, they may at least be aroused by the disadvantages of not maintaining efficient military instruction.

Will They Maintain Efficient Instruction in the Future?—Under the present law all of the land grant colleges must continue to maintain military instruction of some sort, and we can readily imagine what will happen in the case of that institution whose training is so poor that it is excluded from the Officers' Reserve Training Corps of the United States! The students themselves are likely to make a strenuous appeal for proper standards or else go elsewhere before they will permit the finger of scorn to be pointed at them by the more efficient student corps of other colleges.

Extent of
unfortunate
pressure to
that the ac
There is lit
ment makin
these institu
such a cour
it has in mi
in sufficient n

The Army
as the probal

188

9. Military Policy and
10. Military Hygiene
11. Field Engineer

Necessary Dis
Even though
struction
there
it b

ral spirit and activities of
to impress themselves

Department.—
tely essential
d the full

stu-

Subjects:

1. Infantry Drill Regulations (theoretical and practical); School of the Soldier; School of the Squad; School of the Company and School of the Battalion.

2. Manual of Guard Duty.

3. Field Service Regulations; Service of Information; Service of Security; Marches; Shelter and Orders.

4. Tables of Organization, to include the (Company) Regiment.

5. Small Arms Firing Regulations; Theoretical Principles; Estimating Distances and Target Practise.

6. Military Law (Manual of Courts-Martial).

7. Topography; Map Reading, and Road and Position Sketching.

8. Troop Leading.

of training to be given, did not authorize the Secretary of War to do so, and did not make any provision for withholding government aid from institutions which failed to keep their work up to the proper standard.

The question now is: Can these defects be remedied, and can we have any assurance that these institutions will do really effective work in the future?

While the question of preparedness has greatly stimulated the interest of the land grant colleges in their military departments, it is doubtful if all faculties can be converted to Professor Orton's view that intellectually, physically, and from the standpoint of discipline in its broad sense, military training affords "one of the very best tools in our whole educational kit." But under the proposed plan, if not converted by the advantages, they may at least be aroused by the disadvantages of not maintaining efficient military instruction.

Will They Maintain Efficient Instruction in the Future?—Under the present law all of the land grant colleges must continue to maintain military instruction of some sort, and we can readily imagine what will happen in the case of that institution whose training is so poor that it is excluded from the Officers' Reserve Training Corps of the United States! The students themselves are likely to make a strenuous appeal for proper standards or else go elsewhere before they will permit the finger of scorn to be pointed at them by the more efficient student corps of other colleges.

Extent of Proposed Course.—It would, of course, be unfortunate if any colleges were compelled by such pressure to devote so much time to military training that the academic work of the college would suffer. There is little likelihood however of the War Department making unreasonable and oppressive demands on these institutions. The Department would realize that such a course would at once defeat the very purpose it has in mind; that is, of producing reserve officers in sufficient numbers.

The Army War College has suggested the following as the probable course of instruction for the colleges:

Senior Division

Subjects:

1. Infantry Drill Regulations (theoretical and practical); School of the Soldier; School of the Squad; School of the Company and School of the Battalion.
2. Manual of Guard Duty.
3. Field Service Regulations; Service of Information; Service of Security; Marches; Shelter and Orders.
4. Tables of Organization, to include the (Company) Regiment.
5. Small Arms Firing Regulations; Theoretical Principles; Estimating Distances and Target Practise.
6. Military Law (Manual of Courts-Martial).
7. Topography; Map Reading, and Road and Position Sketching.
8. Troop Leading.

9. Military Policy and Military History.
10. Military Hygiene.
11. Field Engineering.

Necessary Discipline Imparted in College Course.—Even though the college gives the actual military instruction required, is the instruction sufficient? Is there not an element of discipline that is essential? Can it be secured from merely a certain number of drills per week?

Whether or not a fair degree of this attribute of military training can be acquired in non-military colleges depends largely on the ideals of the institution. It certainly can not be readily imparted where the college ideal of student self government is conceived to mean that latitude which leaves the student free to break up a show if he does not happen to like it or commit a miscellaneous assortment of so-called college pranks ranging from petty larceny to manslaughter.

Of course, this is stating the case in somewhat exaggerated form, but we do know that there are certain conceptions of individual student liberty that would quite counteract the influences of a few hours under military instruction.

Conditions Under Which Disciplinary Influences May Be Made Effective.—I have talked with President Thompson of Ohio State University on this matter, and he tells me that in a university like his own, where college traditions call for a generally law-abiding spirit on the part of students, it has not been difficult to make the disciplinary influences of the military depart-

ment carry over into the general spirit and activities of the college to such an extent as to impress themselves permanently on individual students.

According Recognition to Military Department.—He emphasizes the fact that it is absolutely essential that the military course should be accorded the full recognition given to other departments.

If a professor of another department holds his students over for a lecture or experiment, making them miss the drill hour, and offers as an excuse the statement that his work is more important than military drill, President Thompson tells the professor that it is not a question of relative importance; it is a question of every department being accorded the right of non-interference from other departments.

Breaches of Discipline.—Furthermore, he accords to the military department the right to conduct its work in strict accordance with proper military standards. Absence from drill, breaches of military discipline during the drill hour must not be judged by the civilian standards that may obtain in other departments, but according to military custom.

Penalties inflicted for military delinquencies by the officer in charge of the military department are upheld, insubordination or indifference is not tolerated, and the student is given to understand that the military work while it lasts is real, and must be accorded the same respect that he would give it were he a soldier. It may be seen that in imparting correct ideals of military discipline a great deal will depend on the

attitude and support of the president of the institution.

Obtaining Effective Results.—Military departments in the non-military colleges, if conducted on this basis, may not produce quite the subconscious soldierly bearing and attitude that are attained in the best essentially military institutions, but it will produce results far superior to those that have heretofore been obtained in most of the land grant colleges, and will furnish a supply of potential officers, who, with some additional intensive training in summer camps, will make officers vastly superior to most of those who have commanded our volunteer troops in past wars.

Blame for Poor Work.—The whole blame, however, for poor military training in the college can not be laid to the college itself. The War Department in the past has not concerned itself very greatly with these colleges, or for that matter, even with the strictly military schools. Until recent years there has been too much of a tendency to look contemptuously upon all such efforts as tin-soldiering, and to fail to recognize the returns to be gained from a careful study of the special needs of such institutions. Therefore the Department must in some measure share the blame with the indifferent faculty.

One Professor to Two Thousand Students.—Again, what college is there that would attempt to conduct an academic department numbering thousands of students with just one professor? Yet at the University of Illinois last year, with two thousand students



Kitchen and Mess Tents of the High-School Camp at Culver



A Permanent Summer Camp—Culver



Cadet Field Battery in Action—Culver

in the military department, there was but one professor of military science detailed by the government. The fact that he made a success of the military department and placed his institution in the distinguished class was simply an indication of his own remarkable ability. The new plan advocates the detail of one officer for each four hundred students and several non-commissioned officers as assistants.

Beyond doubt, the question of the personality of the officer on duty at the institution is also a vital one. Many officers have been sent to such duty who were temperamentally unfit for it. It may be said "If a faculty is unsympathetic or opposed to military training, what can the military officer do?" but look at Lieutenant Edgar Z. Steever, who converted the entire state of Wyoming—labor unions, mothers, legislature—and all against their will, to military training in the high schools of the state.

The Students' Interest.—Moreover, it is often claimed that college students in normal times lack interest in military training. This is dependent to some extent on its character. Students everywhere have a contempt for shams. It is not surprising that they have lacked interest in such training as it has been, for the most part, conducted in the colleges, but wherever it has been made thoroughgoing and real it has not been hard to enlist their interest.

What Is There in It for the Student?—In addition, the student's interest in the plan will naturally depend to some extent on what his obligations are and what

are to be his returns. Unfortunately, we are for the most part yet at a stage in our patriotism where we are wont to ask, not so much what I can do for the government, as what the government can do for me.

It is proposed that the student who is a member of one of these units of the Reserve Officers' Training Corps shall place himself under no obligation except to perform the duties and undergo the instruction incident to the course. If he continues in the course for four years, he will receive commutation of subsistence for the last two years. This amounts to about eighty dollars. While the sum is small, it will be attractive to many students of limited means.

On satisfactory completion of the course the plan provides that the student may be commissioned by the president of the United States as a reserve officer provided he obligates himself for ten years to respond for service if called on, and to attend certain camps for a more or less brief period each year. If commissioned as a reserve officer, he may then be temporarily commissioned on pay for six months or a year as a temporary second lieutenant of the regular army, and thus round out his training with valuable experience with regular troops.

Temporary Commission.—This temporary commission in the regular army is a most valuable feature of the plan. It provides opportunity to test the man's ability to command. If the various resources, such as cadet companies, non-military colleges and strictly military schools and colleges, are all utilized,

the temporary commission in the army will give an opportunity of testing the relative value of such agencies.

It will supply men to fill the temporary vacancies—now a detriment to the service—of regular officers on detached duty, and will also enable the cream of these volunteer officers to be taken into the regular service itself. In this way, some very valuable officers may be gained.

Senior and Junior Units.—Finally, the plan approved by the War College provides for both senior and junior units—senior units for the colleges, and junior units for the secondary schools. In some instances, however, it should be made possible to form senior units in some of the strictly military academies, those that are known as the "honor schools," with the understanding that no student shall be included in the same who is less than seventeen years of age.

It is possible that the graduates of these institutions may not average over nineteen years of age. It may be necessary to hold over their commissions until they are twenty-one, but it should be remembered that these cadets have received their military training at the most impressionable period, from fourteen to eighteen, and that it has been more intensive and effective from the strictly military standpoint, and from the standpoint of discipline, than is possible in most colleges and with their less specialized organization.

Scope of Training in Preparatory Schools.—It is also to be remembered that some of the best soldiers of our

Civil War were very young men. A few of the preparatory military institutions, such as Culver, provide all the diversified military training of West Point—infantry, cavalry, artillery, practical military engineering—and are superbly equipped. Culver alone last year gave military instruction to over eleven hundred boys, and graduates this year one hundred and eighteen well set-up, finely trained young soldiers.

Boys, who have completed their high-school course, often go to these strictly military academies for the thorough discipline and physical training they afford. This means that their graduates are unusually mature. These graduates, having already had several years of the most intensive military training, probably will not go to colleges where such training is required of them, especially since it is but a repetition of what they have already received in more intensive form.

Special Insignia.—Another feature of the proposed plan for units of the reserve Officers' Army Corps in the schools and colleges, the value of which will be fully appreciated only by those who understand the psychology of the boy, is the provision of a special insignia, which students in the Reserve Officers' Training Corps will be permitted to wear.

A Feasible and Economical Plan.—The Reserve Officers' Training Corps, as briefly outlined, seems to offer a feasible and economical plan for the production of volunteer officers. It has the approval of the officers of the army who know at first hand the work the colleges are doing; namely, the college board of the Army

War College. A similar reserve corps in the English schools and colleges has proved its efficiency in the stern test of war.

With a quota of reserve officers trained in this manner, with some systematized training, largely physical, in the public schools, and with a system of summer camps to utilize for general military training that largely waste product, the vacation of the boy of high-school age, we should go far toward solving the problem of a citizen really trained and accustomed to the use of arms.

QUESTIONNAIRE SENT OUT IN GATHERING MATERIAL

Among the most interesting and thoughtfully answered questionnaires which were returned to me was one from an officer of the army who for several years directed the work of the cadets in the California high schools. This officer has given much study to the question of military training and has enjoyed the opportunity of carrying on this study not only in our own country, but also in Germany and Switzerland. I have felt that I could not give a better summing up of this book than to add this questionnaire in its original form with answers to it by the officer referred to, Captain W. B. Burtt, of the Twentieth United States Infantry.

A STUDY OF MILITARY INSTRUCTION IN SCHOOLS

I. Its Value as Instruction.

1. What Value Has It?

(a) **Mentally.** It causes better coordination of mind and body than any kind of athletics. Inculcates firmness and decision to the character.

(b) **Physically.** Causes more erect carriage

of the body. Gives strength and directness to all movements.

(c) **As a preparation for military service.** Real military work for men can be completed in one-third the time necessary to instruct raw material. Witness the Swiss system of school work first, then short service. (Theirs is *too short*, and they admitted it to me last year.)

2. What special qualities of mind and body does it produce?

Obedience to law and authority.

Calmness and decision in character.

Quick thinking and alertness of mind; strength, directness and precision of movement.

3. Can these be obtained, only from military instruction or are there other methods by which these results can be secured? For instance, physical exercises for physical benefits.

I know of no other way. Athletics and physical training help certain muscles. *Once* in a while we see an *all* round athlete developed physically. He is usually a *"Gym Fiend"* and may or may not be a good student. The chances are he devotes too much time to physical training.

4. Do the records show that students, so trained, join the militia?

No, not in as great numbers as they should. That is due to their youth, objections of parents, and to the fact they go away to college. Also, service in the militia is not made as attractive for them in some cases as it should be. However, some of the most promising companies in the militia have all the high-school students in them that are permitted by their *parents* to join. It is very promising material for *officers* of the militia. If officers of the militia were *appointive* and not elected by the men, I think a larger number of these school cadets could be got into the militia. In fact, federalization of the militia would cure all the defects I know of in that system.

II. Its Merits as a System of Discipline.

5. What advantage does it have over the usual system employed in schools?

I do not believe there is any comparison between the two. Its advantage is that there is at bottom of all military instruction, the basic idea of obedience to law and constituted authority. The modern school idea is that the reason (embryonic in boys of high-school age) is supposed to guide them. It doesn't. Military discipline substitutes for the boy's reason, the combined and coordinated rules and regulations for his conduct, based on the reason of older and experienced teachers, officers and instructors.

So long as a boy exhibits all the characteristics of a young animal, I do not believe it is safe to trust him to his own devices. On the other hand, I do not believe in the blind obedience caused by fear of such dire punishments that the will to think for one's self is broken. I believe there is a very great difference between wholesome respect for law and authority with complete obedience to the proper superiors, and the blindness of compliance with unreasonable rules and orders.

6. For an ordinary school is it better than a system which tries to train its students to act with reason as a basis rather than unquestioning obedience?

It is, in my opinion, the only method for training youth into *habits* of respect for law and authority. I am sure anarchy, violent socialism, riotous assemblages and individual acts of violence are directly traceable to the substitutions of individuals' *reason*, for a regulated and systematized habit of respect for law and authority inculcated in youth.

7. Does it produce the feeling of restriction among the students and cause them to break violently away from restraint when out of its control?

I do not think so. It is my opinion that inculcation of a right soldierly spirit along with the military discipline will obviate any such thing.

My observation leads me to say that colleges, schools and assemblages of students not accustomed to military control and discipline, when entirely free of restraint are far more *lawless* and inclined to far more invasions of private rights than the same numbers of cadets and youths accustomed to military control.

8. Is it true military trained men do not readily submit to less vigorous control and that they poorly obey civil law?

If you mean that a soldier has less patience with the laws' delays, that he moves with directness upon his object, and that he looks with disdain upon weakness, vacillation, pusillanimity, then I unhesitatingly say "yes." But it is my opinion that no men trained in military discipline will ever be found opposed to, or inclined poorly to obey, the civil law. But on the contrary, will be found to be its stanchest defenders. In my experience, I know of no cases of men, trained in real soldierly habits, who did not readily submit to any sort of properly constituted control, no matter how much less vigorous it might be.

9. Does it produce especially in the officers, an exaggerated sense of their importance?

No, only in exceptional cases. Any one any where may get a "swelled head." My experience with cadet officers leads me to think that the military authority they have, helps and

stimulates them to become real leaders and to bring out certain latent powers and characteristics, that too often, envy, malice, or uncharitableness might say, was an exaggerated sense of their own importance.

Proper instruction and individual talks, on the part of the commandant, or teachers, will, ordinarily, take all that out. It is not at all general and occurs only in cases here and there. Sense of worth and proper belief in one's individual importance are necessary and a most desirable asset of character in any person. It is not my observation that cadet officers, as a class, are at all set up, by the fact of their commission, in any exaggerated sense.

10. Does it produce the form of obedience without developing the spirit of obedience?

I think it is impossible to have the "*form* without some of the "*spirit*." The question of how much of the spirit is instilled, is hard to answer. The character of principal, commandant and of all officers, contributes to the sum total of how much spirit is inculcated. Human institutions to a very large extent are the lengthening shadows of some *one* man.

III. Extent to Be Used.

11. Should it be used only where the military system can be in force in the buildings and on the field all the time?

No. Drill and military instruction can be

successfully carried on where there is no other discipline. It makes a *fine* contrast. The petty ignobleness of the lack of discipline is brought into sharp relief, to see for an hour a day, even, what a change can be brought. Of course only the *greatest* success is achieved where *all* ideas of discipline, instruction and training are in harmony.

12. Or can it be used successfully as a part of a dual system giving military instruction and having military control on the field and having the regular system in force in the class room and dormitories?

There are no dormitories with high schools, so that feature is left out. But I have seen the wholesome leaven of military discipline permeate a whole school, till even men, and women teachers, wholly opposed to the military feature, gradually took on some of its features. Promptness, decision and precision, and intolerance of lateness and laxness. They could see and imitate only the *form;* they could not see or understand the *spirit.*

13. Will the regular system seem weak or the military system irksome under a double system?

Nothing better shows how weak and inadequate the ordinary system is, than to introduce military drill into one of the ordinary type high schools. It quickens and electrifies the whole life of the school. To some boys, the military

system will be irksome; they need it most. It is a pity it could not be made *more* irksome to that class.

14. Should it be
 (a) Absolutely, or
 (b) Semi-compulsory with excuse on request from parents?

 Of course it may be difficult not to excuse some upon request of parents. But every excuse is a dead weight and they should be as few as possible. Nothing is better than to have any system of instruction, equal and universal upon all.

 (c) Voluntary?

 Never. The words *"voluntary"* and *"military"* can not possibly exist side by side. They ought not to be in the same dictionary.

15. At what grade in school can military instruction advantageously be begun?

 The first year of high school. What is called ninth grade in some schools. Though it would not hurt to be introduced in the eighth grade, in order to touch some boys who never go to high school, or college.

16. At what time of day can military instruction be best given?

 (a) In school hours?

 Always during school hours, preferably in the *middle* of the day. For one single hour—the most satisfactory is from eleven to twelve.

(b) After school hours?

Never after nor before. For the reason that advantage is taken to be late, or to omit it altogether. It should be so arranged as to make a grateful outdoor recess in the midst of classroom work. This refers, of course, to the ordinary public high school.

IV. Its Other Advantages and Disadvantages.

17. What is the effect on initiative of students?

My observation is that it increases the initiative of all students who take any interest in the work. I have talked with numbers of instructors who assured me they knew it benefited the young men and boys under them.

18. What is the effect on athletics?

It is better than any form of athletics on account of the fact that it reaches *all*.

19. Is it a substitute for athletics?

It is not a substitute, because it does not take the place of the games by *teams*. It supplements the work of individuals on the teams. It is the best form of athletic training, if proper attention is paid to athletic work in connection with the drill.

For boys, a great deal more work in what might be termed Military Gymnastics should be done and less of formal drill, and thus bring out the gymnastic values rather than formal military values.

20. Does it work well in co-educational schools?

Yes. I think it a very beneficial part of co-educational work. Note articles on Steever's work in Wyoming high schools. It never fails to interest and attract the eternal feminine. That factor should be used for its full beneficial value and not discountenanced.

21. What is the relation of the girls to the system?

Am not prepared to offer any special remark on that, but Lieutenant Steever's work in Wyoming developed this feature.

22. Do students like it?

Yes and no. Some do, some don't. But in general, the great majority who feign dislike, are not really opposed to it. The net result in my experience is, that a majority like it.

APPENDICES

APPENDIX I

SUGGESTIONS FOR STARTING DRILL IN SCHOOLS WHERE MILITARY INSTRUCTION HAS NOT PREVIOUSLY BEEN GIVEN

THE following suggestions may prove helpful in giving rudimentary instruction in drill, where there is only one instructor, all students are ignorant of the drill, a considerable number must be instructed at one and the same time, and the instructor does not yet know the cadets by name.

These suggestions have been prepared by Captain H. F. Noble of the Tactical Staff of the Culver Military Academy and have worked well in practise.

TO BEGIN THE WORK

Preparation of Equipment.—Before the opening of school, have built in front of the space to be used for preliminary work a platform six by eight feet, four and a half feet high, with a hip-high rail at the back. Twenty feet in front of the platform and parallel to its front have a chalk line on the ground sixteen yards long, its center in front of the center of the platform. Parallel to this line have other lines of the same length, one hundred and four inches apart and sufficient in

number to accommodate all cadets under instruction, allowing eight cadets to the line.

These lines should be renewed once or twice and can be made by dissolving hydrated lime in water and pouring it from the spout of a sprinkling can with the sprinkler removed. This does not injure grass. Do not use too much lime and have the work done in the forenoon if the drill is in the afternoon.

Furnish each cadet with a number similar to those used by athletic teams; to be worn on breast of blouse or shirt during preliminary drills. This number enables the instructor to identify cadets for correction, etc., until he learns their names.

Starting the Instruction.—The instructor, provided with a "Kinglet" whistle and a small megaphone, having assembled the cadet body, mounts platform and sounds whistle. It is almost certain silence will follow. Improve opportunity to explain that blast of whistle *must* be followed by instant silence and attention.

Place cadets having numbers from one to eight on the first chalk line facing the stand and have them extend arms laterally until finger-tips barely touch. This will fill the first line. Have other cadets take their places on chalk lines in series of eight directly behind those already formed, the second line containing numbers from nine to sixteen, the third line seventeen to twenty-four, etc. At the first sign of disorder or rush, sound whistle and caution against confusion.

As soon as the men are placed, begin instruction in



Culver Cadets Giving Military Instruction to High-School Students



Signaling with Wigwag Flag—Culver



Panoramic Sketching—Culver

salutes, facings, right step, left step and calisthenic exercises.

There should be frequent rests, called to attention by whistle blast. To dismiss the cadets, cause first line to face to right or left and march off the chalk line and fall out when clear. Have second line advance to position of first, face and march off; continue until all have been dismissed.

Subsequent Instruction.—The second day have men take places as before. Continue instruction in foot movements and give instructions in kneeling and lying down. On the second or third day, depending upon progress, have the four men on the left of each line cover the first four at a distance of forty inches. Cause them to "count off" and explain the organization and function of the squad.

Explain and cause them to deploy as "skirmishers" and to assemble at the halt until relative position of front and rear rank are clearly understood. Have the men spring promptly into position. Put the emphasis on "pep" from the beginning. Have the "rear rank" men exchange places with the front rank and repeat. Vary with kneeling, lying down, etc., and with calisthenics. Explain the reasons for deploying squad and its use in battle.

Squad Movements.—For the next drill form as before in column of squads; explain "squads right" and "squads left." Cause movements first to be executed by one squad at a time and then together at command. No great degree of accuracy can be expected at first.

Now explain column right and column left. Have markers placed or station cadets at turning points and at first trial put one squad at a time in motion and have it change direction at the indicated points which should be arranged to bring the squad back abreast of its original position in front of instructor. Then put entire column in motion, marching it around the four sides of the rectangle, changing direction at points indicated by markers and halting the column frequently to correct distances, and caution cadets about maintaining these distances accurately. If possible, use a drum to give cadence in this preliminary marching.

Special Drills for Squad Leaders.—By the first Saturday the instructor will have noted boys who are alert, interested and quick to learn. Here is one value of the number. From his elevation the instructor can determine these individuals and make a note of their numbers.

An order should be published on Friday before recall, directing these selected men, designated by *number*, to report at certain hours on Saturday for special instruction in squad drill. It is, of course, advisable to have but one squad of the men under instruction at a time. It would be well to impress upon these selected cadets that they have been unconsciously competing with the entire body and that they are now competing with one another for positions as assistant instructors or squad leaders who, when finally chosen, will wear the emblem of their office.

On Monday the announcement might be made that

the competition for squad leadership is open to the entire body, that all have a chance at it. Part of Tuesday's drill might be squad drill under the temporary leaders. On Wednesday or Thursday, if the instructor deems it advisable, he might make the first appointment of leaders, and after drawing lots for order of choice, have the leaders choose their squads.

Form these squads in columns and announce that the composition of squads and their relative position in column will hold until otherwise directed. Have each squad marched off and dismissed separately by its leader to accustom him and his men to his leadership.

At the next formation, have squads form in the same relative order but in line, and have leaders report their squads. Teach the squads to "count off" in sequence. Teach company to "take distance." Give calisthenics in this position. Practise column right and left and forming and dressing the line.

Issue of Rifles.—Rifles should, of course, be issued as soon as cadets have acquired a fair degree of proficiency in marching. Elementary nomenclature and, especially, instruction in the care of rifle should be given without delay, impressing upon the cadets the pride the soldier should always take in the care of his rifle.

Manual of Arms.—The instructor from platform with rifle in hand can teach the manual of arms to the entire corps with some assistance from squad leaders who have received a little advance instruction. After details are learned cadets may be required to count out

loud in order to secure cadence while executing the manual. The instructor will of course insist upon lots of snap, having the cadets slap pieces but avoid pounding them in coming to order arms. It will be well to avoid keeping cadets at the manual too long at a time and to vary with marching. Company movements in close and extended order, fire control, target designation, etc., will, of course, follow in natural sequence after these preliminary drills. Of all things, monotony is to be avoided. The cadet's interest in to-day's drill is best maintained when as unlike yesterday's as possible.

INDOOR INSTRUCTION IN BAD WEATHER

The following expedients may prove helpful in giving instruction to large numbers indoors. By the means suggested, the writer has taught indoors the elements of both panoramic and topographical sketching to classes of as many as fifty cadets at a time. He has found sketching to be something in which the cadets take a great deal of interest and acquire considerable proficiency, even those who protest at first that they "don't know how to draw."

Panoramic Sketching.—For panoramic sketching a large conventional sketch is displayed. The sketch should be on "chalk-talk" paper about three and one-half by five feet.

The class is seated with the first row about ten feet distant. At first a ruled writing tablet is used. Have them hold the tablet so that the lines are vertical and

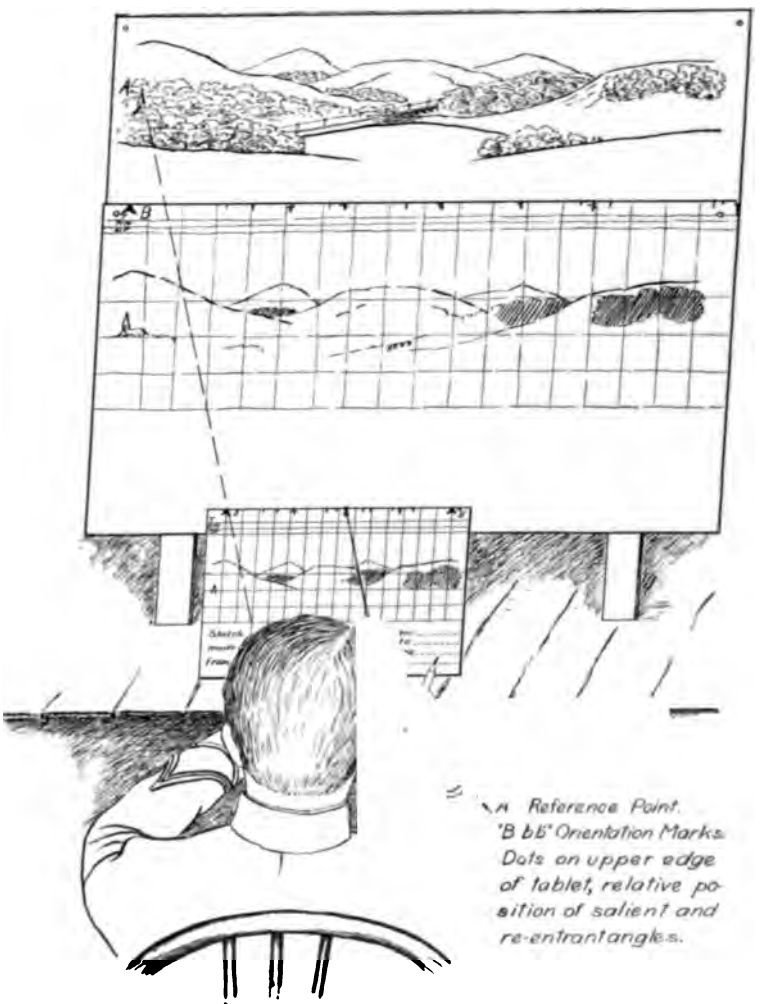


Illustration of method of teaching panoramic sketching to classes indoors. See Appendix I.



at the upper edge; near each end of the sheet have them draw a small arrow-head with the point touching edge of paper. Near center of sheet draw a line across tablet at right angles to ruling. Do not permit cadets to use straight edge, but make them "tease" the line across, using short strokes.

The instructor should indicate a "reference point" or "orientation point" near horizon and left end of his conventional sketch and should explain and point out the salient and re-entrant angles of the horizon.

The instructor should now tack a three and a half by five foot sheet of paper on the easel with its top edge about eighteen inches below the horizon on the conventional sketch and sketch arrow-heads on this sheet and a line across the center and light vertical lines spaced about four inches apart, making his large sheet resemble the ruled ones in possession of cadets.

Method of Drawing to Scale.—Instruct the students to hold their tablets in one hand at arm's length, edge horizontal, ruled lines vertical and tell them to bring the left arrow-point to bear on the "reference point" on instruction sketch and keep it there. Tell them to dot in on the upper edge of this paper the apex of each salient of the horizon. The instructor illustrates this on his own sheet with charcoal.

Now directly below the apex marks on the margin of the paper, and using the horizontal line across the center of the sheet as a reference line, have them locate the salients with reference to their heights in the original, above or below the reference line, and sketch

the shape of the salient in part for later identification, pointing the "points" and rounding the "rounds."

With the arrow-point again on or directly below the "reference point" on the original sketch, have them dot in on the margin of the paper the apex points of the re-entrants as in the case of the salients. Sketch the re-entrants with relation to the horizontal line, causing the cadets to proceed with you.

Have the cadets connect the salients and re-entrants with lightly sketched lines and then at once have them proceed to middle distance features in the same manner. Keep working on your own sketch and they will imitate your method.

Omit Foreground on First Sketch.—Have no foreground during the first lesson. Permit no shading, only outlines of trees, crests, buildings, etc. In making your own conventional sketch it is better to adhere to hill forms for extreme distances and hill and conventional forest forms for middle distances in the first lesson. The cadets will probably reproduce the instructor's sketch with exaggerated vertical distances but the horizontal distances in proportion to the distance of the sitter from the easel.

Constructive Criticism is Most Effective.—Now examine the sketches with criticism of the encouraging variety. This work consumes about one hour of time. Another day, prepare a slightly more difficult sketch but proceed in the same manner. Emphasize the fact in reference to foreground that the sketch is the enemy's position and that trees, telegraph poles, etc., in

the immediate foreground have no part in it. After four of five lessons, have them do sketching out-of-doors and turn in the sketches for points.

Special Ruled Paper Should be Used.—Sketching pads may be obtained from the United States School of Musketry, Fort Sill, Oklahoma, or from the Culver Citizen, Culver, Indiana. They are especially ruled for panoramic sketching to mil scale. A hole is punched through the top edge of the Culver tablet. A cord is threaded through this knotted at twenty inches to give correct distance at which to hold tablet from eye.

Near the center of the sheet are four horizontal lines, also one-half inch apart. They determine the vertical limits of the average sketch.

Much emphasis is at present being laid on this subject in the army. All boys try more or less to draw as evidenced by their text-books. After they master the rudiments their progress will largely take care of itself. Panoramic sketching arouses an interest in topographical sketching.

Topographical Sketching.—Instruction in topographical sketching is begun in much the same manner. A large sketch of a landscape, say east of a north and south road, is used on the easel. At the left of the foreground a picture of a plane table is drawn by the instructor on the paper. A line is drawn on the picture of the plane table in the direction the sketcher is to proceed. A point in this line is assumed as the position of the sketcher. From this point a straight edge is laid on features of the pictured landscape and a line

drawn in that direction on the representation of the plane table.

A second plane table is then sketched near the right-hand edge of the paper on the easel and the traverse and other lines drawn on the plane table on the left are reproduced. A second point is assumed as the new position of the sketcher, and as before lines are drawn in the direction of features previously sighted on, and their location determined by the intersections. Considerable explanation, stripped of technicalities, is used in connection with this illustration. The cadets are required to make notes.

The Pace Scale.—The matter of scales is then taken up with especial emphasis on the pace scale as being the only medium of measurement which the sketcher can depend on, under hard service conditions.

The cadets are instructed to walk a one hundred and ten yard course a dozen times unaccompanied, and to assume the mean of these trips as giving their individual average in numbers of steps for that distance. They construct working scales based on this data as well as other scales.

One advantage of a one hundred and ten yard base is that the sketcher who is without a scale can make one of a piece of paper at any time. Fold the sheet lengthwise for stiffness and he has a straight edge. Whatever its length, assume it to be a mile, fold it lightly and mark center of folded edge and regard each half as eight hundred and eighty yards. Fold one half lightly and mark its center. This gives four hundred



Instruction in First Aid—Culver



The Sand Table—Culver
Interesting form of instruction in which scouring, patrolling and even military sketching are taught



The War Game—Culver
This can be made a very interesting form of competition and has been used by Lieutenant Steever in his work in Wyoming. A large map with colored beads to represent contending forces is used. It is a fine mental as well as military exercise.

and forty yards. Again, and the measurement is two hundred and twenty. One hundred and ten can be marked off by eye. Also fifty-five.

These are easy units to work with after a little practise, and fair sketches can be made with such a scale which can be reduced to a standard scale when the sketcher is again where a standard scale is procurable. Of course, without a slope board or clinometer, contouring is wholly a matter of estimating.

After the making and reading of scales is mastered by the cadets and considerable practise had in sketching in plane, the instructor will take up contours and vertical intervals, illustrated by chalk diagram. The student is required to make full notes. The scale of map distances or "slope scale" and the slope board and clinometer come next.

Written recitations are now made by each cadet from his own notes. These are gone over carefully and any misconception corrected by individual instruction.

The Sand Table.—The sand table may be used to excellent advantage in teaching indoor sketching. The table used at Culver is six by eight feet and three inches deep. The instructor models in the sand a piece of imaginary terrain with hills, ravines, roads, bridges, houses, fences, telegraph lines, etc. Small blocks with windows marked, make good houses. A few tiny sticks lashed together furnish the bridges, matches protruding one-half inch represent fence posts, while matches with the heads up are telegraph poles.

With a plane table set up against the edge of the

sand table at one end of the long dimension, the instructor may proceed to sketch the "territory," locating houses, hilltops, etc., by intersections, ascertaining the vertical angle from the road (the rim of the sand table) by readings of the slope board, locating contour lines by means of the scale of map distances and in fact performing all the details of outdoor sketching except pacing the distances. It is assumed that the sand table is a mile long and that its edge is a road. The resulting sketch is to scale of six inches to one mile or six inches to eight feet (the length of sand table) according to the imagination or lack of imagination of the cadet. It is easy to demonstrate the accuracy of the location of objects off the traverse. A stick eight feet long is now used, marked in one-half, one-quarter, one-eighth and one-sixteenth sections, the latter section divided into eleven parts, each representing ten yards. Distances are scaled off on the sketch with the six-inch scale and verified on the sand table with the eight-foot stick. It clinches that feature in the cadet's mind.

Contour Lines.—The contour line and vertical interval, however, are still a bit vague until you show the cadet a hill on the sketch, say thirty feet high and another near it sixty feet high, and seat him on the floor where the corresponding elevations on the sand table become sky-lines and the "road" a horizontal straight edge, which marks off vertical intervals as he raises or lowers his head. Let him ask questions and you will soon find where he is sticking, if at all. Then set up two plane tables. A twelve by twelve

inch board screwed to a camera tripod answers every purpose. Put two students at work on opposite sides along parallel "roads." Make them do the work. When they finish you will know exactly what knowledge they have. Keep equipment in readiness for those who wish to use it and offer points for good sketches of the territory around town and a couple of miles out into the country and it will not be long until you will have plenty of fairly reliable data for a local maneuver map of your own.

Permanent Sand Table Terrain.—If you wish to elaborate and make the terrain of the sand table more or less permanent, proceed as follows. After modeling the sand, sprinkle *dry* Portland cement from a perforated box evenly over the entire surface, work over this lightly with a soft dry paint brush to mix the cement and top layer of sand. Resprinkle with cement.

Now place your fences, telegraph poles, bridges and houses, and with a pallet knife smooth the surface of roads. A carriage sponge torn into tiny bits, dyed green, dried and pinned in place with a half tooth pick, makes a splendid forest or arranged in rows is an orchard.

With an atomizer filled with water go over the entire surface until it darkens from moisture. Let it set twenty-four hours, then atomize again. After forty-eight hours you can sprinkle sawdust dyed green on grass lands, or paint them.

Plenty of interested and enthusiastic help will be available from the boys. The thin crust formed by the

hardened cement is fairly permanent if the table is not moved. This table, representing as it does a piece of terrain one mile long and three-fourths of a mile wide, is very useful in teaching patrolling, scouting, etc. (The best text on sketching is by Lieutenant L. C. Greaves, *Military Sketching and Map Reading*, obtainable through the War College Division of the General Staff, Washington, D. C.)

Signaling.—Signaling can also be taught indoors to a considerable number of cadets at one time.

The use of the buzzer can be taught in the following manner: Display the international code in characters large enough to be read by every one, or place a code card in the hands of each cadet. Use a loud buzzer. Sound the letters slowly and let the cadets name the letter in concert, as soon as a display of hands indicate that a considerable number have it.

Reading signals readily is more important at first than sending. Any one can readily learn to send and perhaps never learn to read.

After a few such lessons with the code displayed, send a message slowly and require that it be written down. Let those who get it correctly commence the sending of messages. Buzzers are cheap. Big mail-order houses list them. Boy Scouts will probably be found in the school who have them and are proficient in their use.

Visual Signaling.—When a fair degree of proficiency is acquired, begin in the same manner with the single flag (wig-wag). On a very dark rainy afternoon use a

flash-lamp. If the cadets have learned to read the buzzer they will soon learn the flag or flash. The flash and buzzer can be combined in one. Have some of the physics men do the necessary wiring. Dry batteries will run a flash-lamp.

Two-arm semaphore signaling is a little more difficult. It can be taught in mass, however, out-of-doors, and reading practise had indoors.

Avoid too large doses of signaling. In this work keep up the competitive idea, pitting one squad against another. A special collar ornament for the squad having the highest efficiency mark will put a surprising amount of pep into the work.

APPENDIX II

THE WYOMING PLAN

A Detailed Description Not Heretofore Published of the Method of Selecting Competition Units and a General Outline of the Course of Instruction

THE main feature of the Wyoming plan is that it recognizes that the boy is a boy and not a man. It goes after his interests with an appeal to a youngster's natural tastes and instincts.

The boy likes competition, so the Wyoming plan offers military training in the form of a game. There is a difference, however, between playing with military training and making it a game. A good many schools, most of them, in fact, have played with military training but they have not made a success of it!

Competition Units.—The game idea is not altogether new. The new part of the Wyoming plan is the way the game is played. They play it so that every boy has a chance to win, the weakest as well as the smallest. Here is the way they do it. For instance, let us take wall-scaling. The last two men over the wall must be the strongest for they have to help the others over and go over themselves unaided.

Suppose there are ten competition wall-scaling squads in the school. The twenty strongest students developed by the preliminary work are selected from the cadets

at large as "last men over." Only two of them go to any one squad and the squad they go to is decided by lot.

There is no chance for any one squad to "cop" all the strong men; each gets the same proportion of them.

Then the twenty next strongest are distributed two to each squad and finally the twenty who are least strong, only they do not designate them that way, but as "first men over," "gun passers," etc.

Thus each squad has an equal proportion of strong and weak. If the squad wins, the smallest boy in the squad gets as big a medal as the largest boy.

Essence of the Wyoming System.—Now in inter-school competitions there might be the temptation to group all the strongest men in the school in the squad that is to represent the school. If this happened we would have exactly what occurs in athletics, a little group taking all the exercise for the school.

But it does not happen. The school sends a list of all its "last men over" and "gun passers," etc., down to the office of the state superintendent in Cheyenne, and the assignment to squads is made there.

Suppose Lander has sent in its list with enough boys say for seven squads. Seven numbers are placed on the state superintendent's table. From the envelope containing Lander's "last men over" two names are drawn and placed on the table on number one, two more are drawn and placed on number two and so until the fourteen "last men over" are distributed. Then

drawn in that direction on the representation of the plane table.

A second plane table is then sketched near the right-hand edge of the paper on the easel and the traverse and other lines drawn on the plane table on the left are reproduced. A second point is assumed as the new position of the sketcher, and as before lines are drawn in the direction of features previously sighted on, and their location determined by the intersections. Considerable explanation, stripped of technicalities, is used in connection with this illustration. The cadets are required to make notes.

The Pace Scale.—The matter of scales is then taken up with especial emphasis on the pace scale as being the only medium of measurement which the sketcher can depend on, under hard service conditions.

The cadets are instructed to walk a one hundred and ten yard course a dozen times unaccompanied, and to assume the mean of these trips as giving their individual average in numbers of steps for that distance. They construct working scales based on this data as well as other scales.

One advantage of a one hundred and ten yard base is that the sketcher who is without a scale can make one of a piece of paper at any time. Fold the sheet lengthwise for stiffness and he has a straight edge. Whatever its length, assume it to be a mile, fold it lightly and mark center of folded edge and regard each half as eight hundred and eighty yards. Fold one half lightly and mark its center. This gives four hundred



Instruction in First Aid—Culver



The Sand Table—Culver
Interesting form of instruction in which scouring, patrolling and even military sketching are taught



The War Game—Culver
This can be made a very interesting form of competition and has been used by Lieutenant Steever in his work in Wyoming. A large map with colored beads to represent contending forces is used. It is a fine mental as well as military exercise.

and forty yards. Again, and the measurement is two hundred and twenty. One hundred and ten can be marked off by eye. Also fifty-five.

These are easy units to work with after a little practise, and fair sketches can be made with such a scale which can be reduced to a standard scale when the sketcher is again where a standard scale is procurable. Of course, without a slope board or clinometer, contouring is wholly a matter of estimating.

After the making and reading of scales is mastered by the cadets and considerable practise had in sketching in plane, the instructor will take up contours and vertical intervals, illustrated by chalk diagram. The student is required to make full notes. The scale of map distances or "slope scale" and the slope board and clinometer come next.

Written recitations are now made by each cadet from his own notes. These are gone over carefully and any misconception corrected by individual instruction.

The Sand Table.—The sand table may be used to excellent advantage in teaching indoor sketching. The table used at Culver is six by eight feet and three inches deep. The instructor models in the sand a piece of imaginary terrain with hills, ravines, roads, bridges, houses, fences, telegraph lines, etc. Small blocks with windows marked, make good houses. A few tiny sticks lashed together furnish the bridges, matches protruding one-half inch represent fence posts, while matches with the heads up are telegraph poles.

With a plane table set up against the edge of the

sand table at one end of the long dimension, the instructor may proceed to sketch the "territory," locating houses, hilltops, etc., by intersections, ascertaining the vertical angle from the road (the rim of the sand table) by readings of the slope board, locating contour lines by means of the scale of map distances and in fact performing all the details of outdoor sketching except pacing the distances. It is assumed that the sand table is a mile long and that its edge is a road. The resulting sketch is to scale of six inches to one mile or six inches to eight feet (the length of sand table) according to the imagination or lack of imagination of the cadet. It is easy to demonstrate the accuracy of the location of objects off the traverse. A stick eight feet long is now used, marked in one-half, one-quarter, one-eighth and one-sixteenth sections, the latter section divided into eleven parts, each representing ten yards. Distances are scaled off on the sketch with the six-inch scale and verified on the sand table with the eight-foot stick. It clinches that feature in the cadet's mind.

Contour Lines.—The contour line and vertical interval, however, are still a bit vague until you show the cadet a hill on the sketch, say thirty feet high and another near it sixty feet high, and seat him on the floor where the corresponding elevations on the sand table become sky-lines and the "road" a horizontal straight edge, which marks off vertical intervals as he raises or lowers his head. Let him ask questions and you will soon find where he is sticking, if at all. Then set up two plane tables. A twelve by twelve

inch board screwed to a camera tripod answers every purpose. Put two students at work on opposite sides along parallel "roads." Make them do the work. When they finish you will know exactly what knowledge they have. Keep equipment in readiness for those who wish to use it and offer points for good sketches of the territory around town and a couple of miles out into the country and it will not be long until you will have plenty of fairly reliable data for a local maneuver map of your own.

Permanent Sand Table Terrain.—If you wish to elaborate and make the terrain of the sand table more or less permanent, proceed as follows. After modeling the sand, sprinkle *dry* Portland cement from a perforated box evenly over the entire surface, work over this lightly with a soft dry paint brush to mix the cement and top layer of sand. Resprinkle with cement.

Now place your fences, telegraph poles, bridges and houses, and with a pallet knife smooth the surface of roads. A carriage sponge torn into tiny bits, dyed green, dried and pinned in place with a half tooth pick, makes a splendid forest or arranged in rows is an orchard.

With an atomizer filled with water go over the entire surface until it darkens from moisture. Let it set twenty-four hours, then atomize again. After forty-eight hours you can sprinkle sawdust dyed green on grass lands, or paint them.

Plenty of interested and enthusiastic help will be available from the boys. The thin crust formed by the

hardened cement is fairly permanent if the table is not moved. This table, representing as it does a piece of terrain one mile long and three-fourths of a mile wide, is very useful in teaching patrolling, scouting, etc. (The best text on sketching is by Lieutenant L. C. Greaves, *Military Sketching and Map Reading*, obtainable through the War College Division of the General Staff, Washington, D. C.)

Signaling.—Signaling can also be taught indoors to a considerable number of cadets at one time.

The use of the buzzer can be taught in the following manner: Display the international code in characters large enough to be read by every one, or place a code card in the hands of each cadet. Use a loud buzzer. Sound the letters slowly and let the cadets name the letter in concert, as soon as a display of hands indicate that a considerable number have it.

Reading signals readily is more important at first than sending. Any one can readily learn to send and perhaps never learn to read.

After a few such lessons with the code displayed, send a message slowly and require that it be written down. Let those who get it correctly commence the sending of messages. Buzzers are cheap. Big mail-order houses list them. Boy Scouts will probably be found in the school who have them and are proficient in their use.

Visual Signaling.—When a fair degree of proficiency is acquired, begin in the same manner with the single flag (wig-wag). On a very dark rainy afternoon use a

flash-lamp. If the cadets have learned to read the buzzer they will soon learn the flag or flash. The flash and buzzer can be combined in one. Have some of the physics men do the necessary wiring. Dry batteries will run a flash-lamp.

Two-arm semaphore signaling is a little more difficult. It can be taught in mass, however, out-of-doors, and reading practise had indoors.

Avoid too large doses of signaling. In this work keep up the competitive idea, pitting one squad against another. A special collar ornament for the squad having the highest efficiency mark will put a surprising amount of pep into the work.

APPENDIX II

THE WYOMING PLAN

A Detailed Description Not Heretofore Published of the Method of Selecting Competition Units and a General Outline of the Course of Instruction

THE main feature of the Wyoming plan is that it recognizes that the boy is a boy and not a man. It goes after his interests with an appeal to a youngster's natural tastes and instincts.

The boy likes competition, so the Wyoming plan offers military training in the form of a game. There is a difference, however, between playing with military training and making it a game. A good many schools, most of them, in fact, have played with military training but they have not made a success of it!

Competition Units.—The game idea is not altogether new. The new part of the Wyoming plan is the way the game is played. They play it so that every boy has a chance to win, the weakest as well as the smallest. Here is the way they do it. For instance, let us take wall-scaling. The last two men over the wall must be the strongest for they have to help the others over and go over themselves unaided.

Suppose there are ten competition wall-scaling squads in the school. The twenty strongest students developed by the preliminary work are selected from the cadets

at large as "last men over." Only two of them go to any one squad and the squad they go to is decided by lot.

There is no chance for any one squad to "cop" all the strong men; each gets the same proportion of them.

Then the twenty next strongest are distributed two to each squad and finally the twenty who are least strong, only they do not designate them that way, but as "first men over," "gun passers," etc.

Thus each squad has an equal proportion of strong and weak. If the squad wins, the smallest boy in the squad gets as big a medal as the largest boy.

Essence of the Wyoming System.—Now in inter-school competitions there might be the temptation to group all the strongest men in the school in the squad that is to represent the school. If this happened we would have exactly what occurs in athletics, a little group taking all the exercise for the school.

But it does not happen. The school sends a list of all its "last men over" and "gun passers," etc., down to the office of the state superintendent in Cheyenne, and the assignment to squads is made there.

Suppose Lander has sent in its list with enough boys say for seven squads. Seven numbers are placed on the state superintendent's table. From the envelope containing Lander's "last men over" two names are drawn and placed on the table on number one, two more are drawn and placed on number two and so until the fourteen "last men over" are distributed. Then

the envelope with the "next to the last men over" is opened and distributed and so on.

The names on each number are listed and the names on number one become the members of Lander's wall-scaling squad No. 1, and so on.

Intra-School Competition.—If Lander's squad No. 3, for instance, wins from the other six squads in the preliminaries, then squad No. 3 with just the men that were assigned to it in the state superintendent's office must represent Lander in the big inter-school tournament.

There must be no padding of it with the strong men from other squads. So the weak as well as the strong have an equal chance not only in home contests but also in the state tournament.

This is the quintessence of the Wyoming plan as it is applied to wall-scaling and to other forms of competition. Mixed in with it is a good deal of the personality of the man who is responsible for it, Lieutenant Edgar Z. Steever, of the United States Army. Lieutenant Steever has kindly given permission for the inclusion in this appendix of the following outline of his work.

REPORT ON THE WYOMING PLAN

(Published through the Courtesy of Lieutenant Edgar Z. Steever, U. S. A.)

Good citizenship is the fundamental principle underlying the Wyoming state-wide high-school cadet system.

The Wyoming school authorities hold:

1. That good citizenship involves a willingness on the part of each able-bodied youth to make such effort and sacrifice as will prepare him for his obligations and duties as a citizen.
2. That this preparation embraces the following:
 (a) Military preparation;
 (b) Moral preparation;
 (c) Civic preparation;
 (d) Business preparation;
 (e) Educational preparation.

(*A*) *Military Preparation*

It is unsound to assume that any system of training its adolescent youth will remove from the nation the responsibility of training its manhood.

Trained youth can not take the place of trained manhood. Youths make imitation, but not real, soldiers.

A thorough preliminary military training of its adolescent youth has been recognized in primitive as well as modern civilization as the first step in the greater training of the tribe or nation.

With the civilized as with the primitive youth, the "game" is the medium of all successful training. "Competition" is to youth what "Security" is to old age.

According to the Wyoming plan, all cadets are organized into competition units.

Leaders take "turnabouts" choosing the members of

their units, so that each unit (squad, platoon or company) is made up of an equal number of strong, medium and weak lads.

After final choosing-up, these units are fixed and can not be added to nor subtracted from.

All the work is done by competition units.

There are:

Wall-scaling units;
Infantry drill units;
Troop leadership units;
Scholarship units;
Field firing units;
Camp and field units.

Sponsors are elected from the girls in the mixed schools and assigned to the competition units. The sponsors are in every sense members of the cadet organization. They attend all drills, are the leaders in all social functions, and while they do not actually drill, the young ladies are entitled to and receive such individual rewards as may be won by their respective units.

Medals, ribbons and distinctive marks on the uniform are given each member of a winning unit, the sponsor, of course, included.

Each cadet organization is based on the voluntary enlistment plan. The cadet classes are held generally during, and after, school hours, and credit toward graduation is awarded therefor.

Cadet tournaments are held during the school year between the different high schools, to which the pub-

lic is invited, and at which are held infantry drill, wall-scaling, field firing, and camp and field and troop leadership competition "games."

From the Wyoming experience is deduced the following theoretical system of training, adapted to the adolescent American youth. Local conditions will necessarily modify the application of this so-called theoretical system of training, but the general principles on which it is based will obtain in any part of the United States.

1. Cut the school year into separate, short, intensive training periods, working up through preliminary to final competition dates with the fixed competition units.

2. September 1st to December 31st, wall-scaling and calisthenic events; minimum of drill, maximum of body building.

3. January 1st to February 28th, troop leadership competitions, twelve-inch Gettysburg map maneuver. Include military policy of the United States.

4. January 1st to February 28th, minimum of drill, maximum of gallery practise, group competitions.

5. March 1st to May 7th, minimum of drill, maximum of range practise and field firing competitions.

6. May 8th to June 15th, minimum of drill, maximum of camp and field problems, competitive between high schools.

7. All through school year, commencing in the spring and running through the following fall and winter, take boys into camp each week and harden them to the rigors of camp life. Teach them sanita-

tion, cooking, woodcraft, simple field engineering, plains-craft, castramentation, sketching, scouting, patrolling, the service of security and information, and qualify them as guides in their own immediate surrounding territory.

8. Summer camp immediately after closing of school, fourteen days.

The modified Washington high-school cadet season, January to June, 1916, follows: (Please note that this does not represent a normal school year but shows a transition from an old, antiquated, close order drill system to the new Wyoming system.)

Rifle Practise

January and February.—Drill period—close order drill twenty minutes; gallery practise seventy minutes.

March 1st to April 15th.—Outdoor shooting period, target ranges, Congress Heights and Winthrop.

April 17th to 24th.—Field firing competition between platoons of each company to determine marksmanship platoons. Decorations awarded to winning marksmanship platoons.

April 27th to May 1st.—Inter-high school competitions between marksmanship platoons to determine winners of semi-final decorations.

May 6th.—Competition between four semi-finalist platoons—competitive field firing for championship of the District of Columbia.



Scaling a wall fourteen feet high—Culver



Cheyenne High-School Cadets Practising Wall Scaling
The wall is 8 feet 3 inches high. Record of 6 2-5 seconds by a Cheyenne squad



Riding School Exercises—Culver

Troop Leadership Competitions and Military Policy of the United States

(Twelve-inch war map maneuver.)

Friday and Saturday evenings from January 7th to 29th, inclusive, lectures by United States Army officer on patrolling and battalion combat exercises.

February 4th to 12th.—Preliminary map maneuver competitions between Eastern, Western, Central, McKinley, and Business High Schools. Winners to receive first preliminary ribbon.

February 18th to 19th.—Semi-final competitions. Winners awarded semi-final ribbons.

February 25th.—Final troop leadership competition. Winners to be awarded District of Columbia Championship.

Review on White House lot about May 25th.

Competitive drill about June 15th preceded by try-outs in different high schools the week immediately preceding.

Week-End Camps

Officers and faculty advisors, April 7 to 15.
Selected cadets, April 21 to 29.
All cadets, May 12 to June 3.

Summer Camps

June 23 to July 6, inclusive.

Discussion of Course in Military Preparation

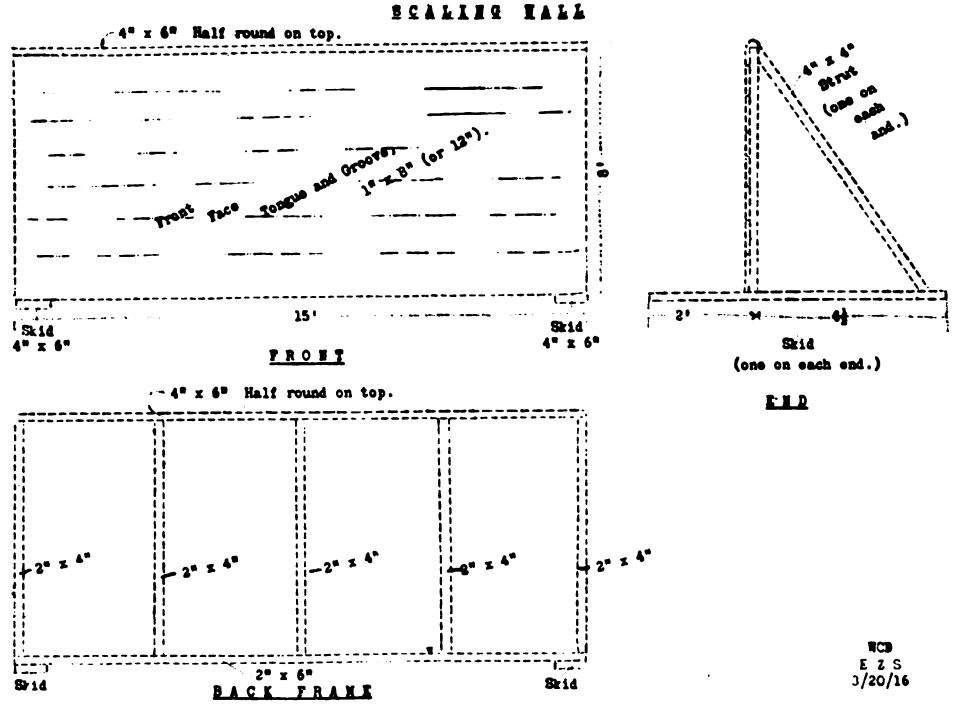
The organization that puts into effect the "game" idea differs fundamentally from the modern American athletic system. The cadet leaders choose up each in turn so that each fixed competition unit represents a certain proportion of strong, medium and of weak lads.

In football and basket ball and track only the few physically fit take part. In this system each squad represents an average. Every boy takes part. There is as much "in it" for the weak as for the strong, and the survival of the fittest—whether they be squads, platoons, or companies—gives the competition spirit.

(*B*) *Moral Preparation*

A nation stands or falls, succeeds or fails, just in proportion to the high-mindedness, cleanliness and manliness of each succeeding generation of men. There can be no question but that the single standard of morality is the only one worthy of a great people, and history shows countless examples of nations that have fallen when they departed from this standard.

In the Wyoming system, the fundamental factor is the competition between equally balanced units. The individuals are forced by public opinion among their fellows, to go into training, and this training means clean moral youths. It is shown conclusively in the various competitions that clean men morally, are the surest kind of winners. Smoking and immoral practises must go. Under the fiercest kind of competition and a new and fascinating interest in life, the adoles-



Plan of Scaling Wall.



cent youth is better enabled to negotiate that difficult period of life.

It is only necessary to point to Casper's marvelous third squad, all of them boys, no one of whom ever smoked, and a squad that successively lowered the world's wall-scaling record from ten seconds to eight seconds, to seven and one-fifth seconds, to six and four-fifths seconds, to six and one-fifth seconds. This squad was not a picked squad—just an average squad.

The single standard of morality is taught frankly and fearlessly and efficiently to each and every individual in the Wyoming and Washington cadet organizations.

(C) *Civic Preparation*

It is almost a fundamental principle of a military organization that the leader should not be voted for. The Wyoming system is not intended to make soldiers. The Wyoming school masters are of the opinion that soldiers can only be made from mature manhood, and that the preparation of the adolescent youth should be such that when he reaches manhood he may, then, be made into the highest type of soldier. Hence, the objection to voting for leaders does not obtain in the cadet organization, whereas the objection is perfectly valid in a military organization.

The cadet leaders are chosen at the beginning of each year by the vote of the older cadets. The leaders are selected on merit, very much as the captain of the football team is selected for his merit. It has been noticeable that on the first organization boy politics

elect a certain percentage of popular and inefficient leaders whose very inefficiency is a terrible punishment to the members of their own units. The stress of competition soon brings out the real leaders. The cadets never repeat their mistake. After the first election they insure a very wise and careful selection of leaders.

This civic lesson can not be wholly lost to them in years to come when they are called upon as citizens to elect the leaders of their city, county, state and national governments.

(*D*) *Business Preparation*

Team work and efficiency are prime requisites in the business life of to-day.

The soldier game can be made the keenest, as well as the most fascinating of all games, and efficiency is a necessity if a competition unit is to win. Not only must each man be worked to the limit of his capacity but each competition unit leader must analyze his men and fit each to his proper place. The leaders are always leading and learning efficiency. Six and one-fifth seconds wall-scaling requires the highest type of efficiency.

ADDITIONAL DATA FROM SUPERINTENDENT OF PUBLIC SCHOOLS, CHEYENNE, WYOMING

Drills are held twice a week during school hours for a period of forty-five minutes each. During the fall and winter, drills are held indoors in the public school

gymnasium. In the spring the cadets drill out-of-doors as much as the weather will permit and also do considerable range work out of school hours and on Saturdays. The ammunition for this target work is furnished by the board of education.

Camp.—Usually the day following the close of school, along about the tenth of June, the cadets assemble for their annual hike into the mountains. They take along with them ample supplies to provide for ten days or two weeks, these supplies being taken in wagons furnished from Fort D. A. Russell, near Cheyenne, or if these are not available, from wagons about the city. The cadets hike their twenty-six miles to their camping grounds in two days. In camp, they do their own cooking, squads being detailed for the several duties of camp life. During the day they engage in military maneuvering and drills under the military instructor. During the encampment, one night sham battle is engaged in, and the opposing sides show some real skill in their maneuvers. During recreation hours fishing, hunting and mountain climbing are indulged in. These hikes have great attraction for the boys and they look forward to this outdoor life with great zest.

Public Exhibitions.—About twice a year public exhibitions are given in the public school gymnasium in which all the features mentioned in paragraph three are displayed publicly. The boys take great pride in these public exhibitions and drill with enthusiasm for them. The cadets appear in uniform, the uniforms being attractively made, and cared for assiduously by the

boys. The patrons are equally enthusiastic over these cadet tournaments and attend in large numbers.

Uniforms.—The state of Wyoming has finally become sufficiently interested in the cadet movement to make an appropriation to assist in the purchase of uniforms. This appropriation is sufficiently large to warrant the expense of about six dollars per cadet. The uniforms our boys wear actually cost eleven dollars and seventy cents this year, of which amount the state paid six dollars and the boys the remainder. The adjutant general, who controls the distribution of these funds, appointed State Superintendent Edith K. O. Clark, Lieutenant E. Z. Steever and City Superintendent Ira B. Fee as members of a committee to draft rules governing the distribution of this fund for the purchase of uniforms. The committee decided that in order to be eligible to purchase uniforms through the use of any part of the state funds each cadet would be required to sign a certificate agreeing that he will refrain from the use of tobacco in any form. This rule is almost eliminating the use of tobacco among members of our cadet corps in the state.

Benefits from Drills.—As above indicated, pupils of small stature are welcomed to this organization, a policy in sharp contrast to that usually prevailing in other forms of athletic sports, of training those whose physical power is already very marked. Furthermore, the drills prove very beneficial, resulting in increased chest capacity, stronger muscles, a surer eye and a clearer brain.

APPENDIX III

AN ETHICAL, PHYSICAL, MILITARY SYSTEM OF TRAINING FOR BOYS

THE following suggestions for a course of instruction for boys in the public schools were made by Brigadier General A. L. Mills, Chief of the Militia Division of the Army War College, in an address delivered at the convention of the National Guard Association, November 11, 1915, and is included in this appendix with his permission. General Mills was superintendent of the United States Military Academy at West Point, 1898-1906. The success which marked his administration of that institution entitles his opinion to especial weight in matters pertaining to the instruction of boys and young men.

Instruction of Boys Not Sufficiently Developed to Drill with Rifles.—"It is frequently the case that drill with the rifle is commenced before the boy is sufficiently developed physically to handle the weapon without injury to himself. Harm, rather than good, will result from such a course. It frequently happens that those who have charge of military instruction in the public schools fail to understand that there are other phases of this training when applied to youths that are even more essential from a military point of view than car-

rying a rifle and a pack. Among these preparatory phases, I count the instilling of discipline, in which our youth is woefully deficient, as the most important, for once a lad learns to respect authority, progress is assured. Next, I should place the development of his physique, and thirdly, I should lay the greatest stress upon manliness in all that term implies—honesty, truthfulness and self-respect. With the development of these qualities, all of which can be accomplished without any military pharaphernalia, the very best foundation will be laid upon which a course of military training can be constructed that will be enduring in its effect and that can not but redound to the benefit of the individual by increasing his efficiency in any walk of life, and of the country by creating a better and worthier citizen.

"This is what may be termed the ethical-physical-military system of training for boys. Ethically, I should begin at once by the introduction of the honor system as far as they are able to grasp its meaning; physically, I should begin by laying stress upon proper position, carriage, gait and physical habits; militarily, I should begin by teaching them obedience, a willing, not a forced obedience, and precision, as far as it is possible in action and thought.

"During this stage, the positions of the body best adapted to sustain its weight and to facilitate the functioning of its organs in all the ordinary walks of life should be taught and illustrated. Children should be taught to sit, stand and walk correctly. Exercises

should be given for the purpose of developing self-control and of practising the muscles in coordination so that they will act in concert. Mental alertness should be developed by training in the execution of movements at the word of command without previous knowledge of the movement to be executed. The feeling of self-respect is promoted by requiring neatness in person and dress.

Instruction After Pupil Has Reached Fourteenth Year.—"I should carry on this kind of instruction, increasing steadily the demands, until the pupil has reached his fourteenth year, when I should begin the military drills in the schools of the soldier, squad and company, without arms or equipment. To offer an incentive and to create rivalry, I should divide the classes into squad units with the members in turn acting as leaders for a given period. Personal hygiene should form part of the instruction, and to give the boys practical application of their knowledge of this and other subjects, military camps should be established for them for a certain period of their summer vacation. During this period, they should be taught the true history of our country with special stress upon our military history.

Instruction Beginning with Sixteenth Year.—"Beginning with the sixteenth year, rifles should be issued to all those who possess the requisite amount of strength and endurance, which should be determined by what had been accomplished during the previous two years. To establish a standard that will determine

a boy's fitness to carry and handle a rifle without injury to himself, a test might be made which would consist in holding the piece at the balance horizontally at the side of the body with the arm extended and then lifting it to a horizontal position over the shoulder and extending it a certain number of times without deranging the position of attention and without pausing. The standard for qualification might be fixed at a certain fair percentage under the average. This test would bring into play all muscles used in handling the piece. The movements that have been taught without arms should be combined with the manual of arms as soon as the latter has been mustered. After the use of the rifle has been learned, a light pack may be added. Some work in gallery and range practise should also, if practicable, be given.

"Interest may be sustained and esprit de corps fostered by holding state tournaments and competitions in which teams of all the public schools participate, as is now done in the state of Wyoming, which has taken an advanced position in this form of public-school training. These tournaments might include competitive drills, wall-scaling exercises, first-aid competitions and tent pitching, as well as athletic events.

Historical Instruction.—"The truth ought to be told in the historical instruction given in our schools. While not omitting the mention of the many fine deeds of valor which our volunteer armies have performed in behalf of their country, the extravagant expenditure of life and wealth that has characterized all our past wars,

should not be concealed from the student. False patriotism is induced by false history, and our school histories have not been written in such a way as to teach the salutary lessons which should be drawn from our past mistakes and lack of consistent policy. Progress in this direction is essential in order to enable the future electors of the country to act with intelligence on the military questions which may in the future call for their decision.

Providing Competent Instructors.—"One of the greatest difficulties in initiating a course of training of the character outlined will be the provision of competent instructors. Much can be done by utilizing the services of officers and non-commissioned officers of the regular army on duty with the organized militia and of the officers and non-commissioned officers of the National Guard. Eventually, however, the instruction will have to be in the hands of the teachers, and the efforts of the military instructors largely directed to work preparing them for the proper performance of their duties. I presume that special courses in military and physical training and military history could be made a part of the curriculum of the "normal" schools. This might be effected through the cooperation of the adjutant general as head of the military affairs of the state with the state superintendent of public instruction.

Importance of Early Training.—"I am greatly impressed with the importance of the early training of our citizenry for their duties in our national life. For after all, whatever system of defense is adopted, the

basis of its strength lies in the qualities of the individuals who make up the community. No military system which does not rest on that basis, can be enduring. If we neglect the training of our youth, we can not expect that they will be responsive to call of duty, either in their capacity as private citizens in time of peace, or as defenders of their country against aggression in time of war."

APPENDIX IV

TRAINING AND DISCIPLINE OF THE SALT LAKE CITY HIGH-SCHOOL CADETS

Published through the courtesy of Captain William C. Webb, F. A., N. G. U.

THREE drills are given per week. The drills are fifty minutes long, from two-forty to three-thirty P. M.

The school year, October first to May thirtieth, is divided into three periods.

First period, October first to November thirtieth.

First Year Boys—School of the soldier; school of the squad; manual of arms, port and right shoulder, only.

Ten minutes of each drill period is devoted to double timing and calisthenics with and without arms.

Second Year Boys—School of the soldier; school of the squad; school of the company; manual of arms; competition in manual; some extended order.

Second period, December first to February twenty-eighth.

First Year Boys—Manual of arms; school of the squad and company; care of and cleaning rifle; calisthenics with and without arms.

Second Year Boys—Review of first period; pointing and aiming drills; extended order.

During this period lectures are delivered to all organizations on the following subjects: First aid; outline of an army; military preparedness in the United States.

Third period, March first to May thirtieth.

First Month—Target practise; school of the company and battalion, close order; school of the company, extended order; company combat exercises.

Second and Third Months—Battalion parade and review; combat exercises, battalion; target practise; governor's review.

Officers' and Non-commissioned Officers' School: All officers and non-commissioned officers are formed into a provisional company for the purpose of instruction. This company is commanded by the senior officer who is responsible for its proper instruction.

Discipline.—Discipline is maintained by a system of demerits. Each demerit given involves two punishment tours of forty minutes each.

1. At the beginning of each year each cadet will be credited with fifteen merits. All points (merits) earned will be credited to the cadet's account and all demerits will be deducted. When any cadet loses all but five, he will report the fact to the principal for his action. Any cadet losing all his credits will be suspended from school.

2. Officers and non-commissioned officers will without favor report all cases of inattention at drill, unsteadiness in ranks, and violations of regulations and orders.

3. Lists of delinquencies will be published before

the battalion each week and will be posted on the school bulletin board the day following. Any cadet found delinquent will be given until the drill following to explain the delinquency.

4. Demerits will be given according to the gravity of the offense, the maximum in each case being as follows: Inattention, ½; moving in ranks, ½; talking in ranks, 1; insubordination, 10; disobedience, 10; tardiness, 1; without gloves, 1; omitting a salute, 1.

At inspection: Dirty rifle, 2; soiled gloves, 1; no collar, 1; shoes not polished, 1.

5. Merits will be awarded as follows: 100 per cent. at inspection, 5; 100 per cent. at examination, 2.

In addition to the above, demerits charged against cadets will be canceled by good conduct report of his company commander at the rate of two each four weeks.

APPENDIX V

ISSUE OF RIFLES AND AMMUNITION TO HIGH SCHOOLS AND OTHER INSTITUTIONS NOT HAVING OFFICERS OF THE ARMY DETAILED AS PROFESSORS OF MILITARY SCIENCE

Under an Act of Congress Approved April 27, 1914

THE War Department is authorized to issue rifles and ammunition to schools having a uniformed corps of cadets at least forty in number, who receive military instruction and who must engage in target practise.

The rifles issued under this act are the United States Magazine Rifle or Carbine of the Model of 1898, known as the "Krag" (Krag-Jorgensen) rifle. This is an altogether serviceable and suitable arm for both drilling and target practise, though lacking some of the refinements and improvements of the present service rifle.

The following extracts from a circular issued by the War Department under date of July 2, 1914, give the conditions under which this issue is made. A copy of this circular and further information is obtainable from the Chief of Ordnance, United States Army, Washington, D. C.

"These arms will be issued on the basis of one rifle and the necessary appendages to each uniformed cadet who is receiving adequate military training determined

REQUISITION BLANK

FOR USE BY SCHOOLS IN MAKING APPLICATION FOR BONDS, RIFLES, AND AMMUNITION.

.....

.....

From:

To: The Chief of Ordnance, U. S. Army, Washington, D. C.

Subject: Request for Arms and Ammunition and Application for Bond.

1. I hereby make application for * rifles and appendages therefor under the provisions of the Act of Congress approved April 27, 1914, as published in War Department Regulations, July 2, 1914. The name of this institution is and the number of uniformed cadets receiving military instruction

2. It is requested that bond, Form No. ১৭১৭ , † be prepared and sent me for execution. The names of the principal and sureties who will sign the bond are:

..... (Principal)

..... (Surety)

..... (Surety)

3. It is also requested that ball cartridges, for use in the U. S. magazine rifle, model of 1898, or carbine, model of 1899 (Krag-Jorgenson), be furnished, the facilities for range practice on which this request is based being as follows:

..... ranges, at yards; yards and yards.

4. Shipping address of the stores requested:

.....

.....

.....

* State whether rifles or carbines are desired.
† See pars. 1b to 2f of the regulations governing issue of rifles (to schools). Forms 1417 and 1418 (general) superseded for schools.

..... (Applicant's name.)

..... (Name of school.)

Approved:

..... (Name of Superintendent, Chairman of Board of Trustees, or other governing body. See par. 5 of Regulations.)

1st Ind.

Adjutant General's Office, State of 191

To the Chief of Ordnance, U. S. Army, Washington, D. C.

Approved.

..... Adjutant General.

Ed. Nov. 12-15-—500.

as the result of an inspection to be provided for by the military authorities of each state, and who will engage in target practise in accordance with the regulations prescribed by the National Board for the Promotion of Rifle Practise for the course known as the Junior Marksman course. Those persons qualifying in this course will receive decorations from the National Board for the Promotion of Rifle Practise.

"5. Each application for arms under the provisions of this act must be submitted to the Chief of Ordnance, United States Army, Washington, D. C., by the principal of the school applying for the arms, who will specify the actual number of uniformed cadets who receive military instruction and who will engage in target practise. This application must also be approved by the adjutant general of the state, or governor of the territory, and by the superintendent of schools of the city, town, or district, or chairman of the board of trustees or other governing body of the school, applying for the arms.

"6. No issues of the above arms will be made by the Chief of Ordnance to any school until a bond has been filed in the penal sum of the value of the property, providing that the school take good care of, and safely keep and account for the same, and shall, when required by the Secretary of War, duly return the same, within thirty days, in good order, to the Chief of Ordnance, United States Army, or to such other officer or person as the Secretary of War may designate to receive them. Should this bond be executed by an individual, such

individual should be one having a directory control over the school, such as principal, trustee, etc.

"7. Ball cartridges for target practise will be issued annually upon requisition to be forwarded to the Chief of Ordnance, in accordance with the following allowances for each uniformed cadet participating in target practise:

"Forty rounds of ball cartridges for each range at which target practise is had, but not to exceed a total of one hundred and twenty rounds per year per cadet taking part in target practise.

"8. As annual allowances of ball cartridges date in all cases from July first of each year, requisitions should be forwarded before or as soon after that date as practicable for each current year's supply. Allowances not drawn in one year can not be drawn in the succeeding year. In submitting requisition for ammunition under the provisions of this bulletin, the number of uniformed cadets receiving military instruction and participating in target practise should be stated. The facilities for range practise should also be shown as follows:

------ranges; ------yards, ------yards, ------yards.

"9. The transportation of rifles and cartridges from the government arsenals to such schools, and back to Government arsenals, must always be without expense to the United States.

"10. The cost of packing rifles in addition to those furnished in arm chests in multiples of 10 rifles will be borne by the school. The prices of these packing boxes for the number of rifles indicated are as follows: For

1 rifle, $1.04; for 2 rifles, $1.47; for 3 rifles, $1.74; for 4 rifles, $2.20; for 5 rifles, $2.61; for 6 rifles, $3.15."

(For instance, if 46 rifles are required, 40 are packed without cost to the school in the regulation arms chest, the six, however, will require a special packing case costing as stated, $3.15.)

"11. The schools to which issues of ordnance stores are made will be required to keep said property in like good and serviceable condition as when issued by the government, and for this purpose the spare parts, implements, and appendages necessary for this purpose will be sold to them at cost price. The sales authorized above of spare parts and appendages for small arms will be made by the commanding officer of the Rock Island Arsenal, Rock Island, Ill., or of the Springfield Armory, Springfield, Mass. Application will be made to these commanding officers by the proper official of the school desiring the articles for the maintenance of the arms issued to the school, and he should state that these articles are needed for this purpose.

"12. When rifles and appendages therefor are returned to the Ordnance Department by any school, they will be carefully examined when received at the arsenal, and if they are found imperfect or unserviceable by reason of carelessness or other causes than legitimate use in service, the damage shall be made good to the United States. The cost of all missing property shall be made good to the United States.

"13. Rifles and appendages therefor which become unfit for use from any cause will, upon application of

the principal of the school and the approval of the Chief of Ordnance, be sent to an arsenal without expense to the United States. Upon reaching an arsenal they will be inspected by an officer of the Ordnance Department, and if their condition is found to be due to the ordinary incidents of service they may be replaced with serviceable stores of like character; but if their condition is found to be due to carelessness or other than legitimate causes, the extent of damage or value of missing stores will be determined by the Chief of Ordnance and must be paid by the school or the responsible party under the bond before any new issue of rifles or appendages is made.

"14. Regular property returns will be rendered annually, June thirtieth, to the Chief of Ordnance by each responsible officer of a school supplied with arms and appendages therefor under this act. These returns will be made on blank forms to be supplied by the Chief of Ordnance upon application therefor.

"15. Failure on the part of any school to pursue each year the prescribed course of rifle practise or to comply with the foregoing regulations, or with any others that may be prescribed by the Chief of Ordnance, with the approval of the Secretary of War, for the use, care, preservation, or accountability of any rifles or appendages, or cartridges therefor, issued to it by the United States, will be considered sufficient cause for the prompt withdrawal by the Secretary of War of the government property in its possession.

"16. Whenever any school shall fail to return the

arms and appendages therefor in its charge within thirty days after demand made by the Secretary of War, the delinquency will be immediately referred to the Attorney General of the United States, in order that the bond of the school may forthwith be put in suit.

"17. Upon the receipt of an application for stores as herein provided, accompanied by the certificate and recommendations referred to in paragraph five of these regulations, the Chief of Ordnance will supply the proper form of bond and full instructions as to its execution, and no issue will be made until the bond shall have been duly approved and accepted.

"18. One of the following forms for bonds is required, and in submitting a request for bond the form of bond desired should be stated:

"Form K (1417). When principal and sureties are individuals.

"Form L (1418). When the principal is a corporation and the sureties are individuals.

"Form M (1419). When the principal is an individual and the surety is a corporation.

"Form N (1420). When both principal and surety are corporations.

"For information concerning the issue of rifles to rifle clubs organized in institutions of learning not having a uniformed cadet corps, see regulations relating thereto, printed separately.

"HENRY BRECKENRIDGE,

"Assistant Secretary of War."

APPENDIX VI

CALIFORNIA RULES AND REGULATIONS FOR THE GOVERNMENT OF HIGH-SCHOOL CADETS

ZEAL and interest are more effective than many pages of regulations. Yet always in the background there must be well defined rules. Otherwise there will be conflicts of authority and friction as well as a lack of uniformity in discipline.

One officer or instructor will require one thing of the cadet; another will require something else and the youngster will never know, to use the vernacular, exactly where "he is at." The California rules seem to have struck the happy medium between too much and too little in the way of regulations. They are so couched as to present a minimum of the "must and shall" and as much as possible of the appeal to the boy's pride and sense of manliness. The work of the military department is also very properly placed under the control of the principal, but is otherwise given the dignity and freedom from interference accorded other departments of the school, and is not made an incidental part of the physical department.

Some sections of the regulations are omitted that are of purely local significance or that have been touched on elsewhere. These regulations were prepared in the office and under the supervision of E. A.

Forbes, former Adjutant General of California, and were approved by Governor Hiram W. Johnson.

They are published through the courtesy of Brigadier General C. W. Thomas, Jr., the present Adjutant General of California.

As an officer of the National Guard of California, and formerly as a member of the tactical staff of the Culver Military Academy, General Thomas has been a close student of military affairs for many years. He is a graduate of Leland Stanford University and of the Harvard Law School. His view-point of the military needs of the country is both that of the well informed soldier and of the intelligent public-spirited citizen. He is deeply interested in the work of the high-school cadets and believes that "the solution of the problem of future military preparedness for our country is contained in the nation-wide adoption of the high-school cadet movement."

"STATE OF CALIFORNIA,
"THE ADJUTANT GENERAL'S OFFICE
"SACRAMENTO, June 1, 1915.

"These rules and regulations, prepared in the office of the Adjutant General, and under his supervision, have been approved by Governor Hiram W. Johnson. They are published for the information and government of the High-School Cadets, with a view to insuring uniformity throughout the Cadet Organization.

"E. A. FORBES,
"The Adjutant General."

ARTICLE I

The Law of the State of California Authorizing High-School Cadet Organizations

"1. **Members in Cadet Companies, Age Limit, Authority of Principal.**—Section 1. The male students of any high school in this state, having forty or more such students, fourteen years of age or over, may be organized into a high-school cadet company, or companies, of not less than forty members each, under such rules and regulations as the governing body of said school may prescribe. Said cadet company, or companies, shall at all times be under the guidance and control of the principal of the said school, whose duty it shall be to make regulations regarding the moral, educational and physical welfare of said cadets.

"**Permission to Use National Guard Ranges.**—Sec. 11. Whenever practicable, said high-school cadets shall be permitted to shoot at target practise upon national guard rifle ranges, when not needed by the national guard, under the supervision of the commandant of cadets.

"**Inspection by State Officers.**—Sec. 12. Said school cadet companies shall be inspected once each year by officers of the national guard or naval militia detailed by the adjutant general, state of California, for that purpose. Such inspectors shall report to the adjutant general the result of such inspections, relating to the drill, target practise, attendance, discipline and condition of property of said high-school cadet organiza-

tions. Such reports shall be made and forwarded, in duplicate, one copy to the state superintendent of public instruction, and one copy to the adjutant general's office, and shall bear the endorsement of the principal of said school, containing such remarks as the principal may deem pertinent. Such reports shall also contain an inventory of the state property on hand in the cadet companies at the time of said inspections.

"**Property Responsibility.**—Sec. 13. The principal of the school shall be responsible for all public property supplied to said cadet companies, and shall supervise the proper care thereof.

"**Books and Forms.**—Sec. 14. The adjutant general, state of California, shall provide suitable drill regulations, books of instruction and the necessary blank forms for reports of each of said high-school cadet companies.

"**Commandant of Cadets.**—Sec. 15. Upon the recommendation of the adjutant general, state of California, and with the approval of the school board having jurisdiction over the high school, the governor may commission, in the same manner as national guard officers are commissioned, a commandant of cadets for duty in each high school having one or more cadet companies. This officer shall be commissioned major and commandant of cadets, state of California, and shall hold office at the pleasure of the governor, or until his successor has been appointed and qualified, or until his connection with the cadets is severed. Said major and commandant of cadets shall be entitled to the same

privileges and exemptions accorded National Guard officers, except that pay and expenses on special detail shall be taken from the high-school cadet appropriation, instead of from National Guard funds. Said major and commandant of cadets shall wear the same uniform and shoulder straps as a major of infantry in the National Guard of California, with cap and collar ornaments designating the California High-School Cadets.

ARTICLE II

"2. **High School Authority.**—Nothing in these rules and regulations shall be construed as in conflict with any rule or regulation of any high school, or as revoking any such rule or regulation, or as prohibiting the principal of any high school from making and enforcing any rule or regulation governing the students of his schools that may in his judgment be for the best interests of the students under his control.

ARTICLE III

"3. **Organization.**—Such male students of any high school who are organized in accordance with the provisions of the above law, shall constitute the High-School Cadets, State of California; as such, they shall wear the prescribed uniform and shall be subject to the orders of their superiors, and to these regulations.

"4. It is taken for granted that the word or signature of every cadet, worthy to be held in good standing in the high-school cadets' organization, will be equivalent to a sacred pledge, or word of honor.

"5. No cadet shall exercise authority as an officer, or non-commissioned officer, without the approval of the principal of the high school.

"7. **Appointments and Promotions.**—Appointments and promotions shall be awarded to those cadets who have distinguished themselves by the performance of all military duties, whose academic standing has been satisfactory, and whose deportment and personal bearing have been such as to create confidence in their ability and steadfastness, and to serve as an example to other cadets.

"8. No officer shall hold the office of captain of a company for more than one year. After an officer has held the office of captain of a company for one year, he will be placed on the list of additional officers, and will thereafter be available for such duties with the cadets as may be assigned to him by the principal or commandant.

"11. **Commissions for Cadet Officers.**—A student who has successfully passed examination for commissioned officers, to include the grade of captain, shall receive a certificate of eligibility for promotion to the grade for which examined, duly signed by the principal and the commandant of the school. He will forward this certificate through the principal, to the adjutant general, requesting that he be commissioned. The adjutant general will commission the candidate in accordance with section two, article I.

"12. **Seniority.**—Between officers or non-commissioned officers of the same grade and date of commission,

or warrant, relative rank is determined, first by the percentage attained at examination, second by length of service in the high-school cadets, third by lot.

"13. **Reductions.**—Any officer or non-commissioned officer who by habitual neglect of his duties as a cadet fails to show sufficient appreciation of his office shall be deprived of his rank.

ARTICLE IV

"14. **Registration.**—Every student, except in schools where military instruction is compulsory, who wishes to become a member of the cadet organization of the school, shall register his name in the office of the commandant of cadets, and shall at the same time file with the commandant the written permission of the student's parent or guardian. The commandant will ascertain from the principal the student's standing in studies and deportment. If this standing is below that fixed by the faculty for students in good standing, the student will not be enrolled. Great care will be exercised that only students of good moral character may be enrolled in the cadet organization.

"15. No cadet shall withdraw from the cadet organization without the written permission of the principal.

ARTICLE V

"18. **Uniform.**—Each cadet shall keep himself supplied with the regulation uniform of his school, which he must maintain in good order. While on duty as a

cadet, he shall wear no other dress, except by permission of the commandant.

"19. Neatness of dress and person is required at all times.

"20. No buttons, ornaments, badges or other devices, except those authorized by the adjutant general, shall be worn by any cadet. This regulation does not forbid the cadet to wear insignia of excellence in class standing, or athletic sports, but such insignia shall be worn on the left breast on a line with the top seam of the flap of the upper pocket of the blouse.

ARTICLE VI

"21. **Studies.**—No cadet shall absent himself from any class to which he has been assigned by reason of his military duties.

"22. The general standing of a cadet shall be determined by combining the academic standing, the military standing and the deportment, that weight being given each standing which in the judgment of the principal is proper for the best interests of the cadet.

ARTICLE VII

"23. **Discipline.**—The commandant is responsible to the principal for the proper administration of discipline in the cadet organization in accordance with these regulations and the orders of the adjutant general.

"24. **Method of Investigating Breaches of Discipline.**—Breaches of discipline or violations of these regulations committed by any cadet shall be triable by

court-martial, or summarily punished by the principal, or by the commandant of cadets, according to the nature of the offense, provided that any cadet who feels that he has been unjustly accused, may appeal his case to the principal, asking for a careful investigation of his case, pending which execution of sentence shall be withheld, and no punishment will be given unless the principal decides that punishment will be just in the case before him.

"25. The organizatiton, procedure, and records of all courts-martial shall conform to those prescribed by United States army regulations.

"26. No sentence of any court-martial shall be carried into effect until it has been approved by the principal and the commandant.

"28. **Responsibility for Company Discipline.**—Company commanders shall be held responsible to the commandant for the proper discipline of their respective commands, and shall submit daily reports of all absentees and of all offenses committed by members of their organizations.

"29. **Merits.**—At the beginning of each term each cadet shall receive a credit of one hundred merits. Any cadet who exhausts his full credit of merits during the term shall be expelled from the cadet organization, or otherwise punished as the principal may direct. Any officer or con-commissioned officer who, during a term, receives a total of fifty demerits shall be reduced.

"30. **Demerits.**—Demerits shall not be given lightly. It must be borne in mind that a demerit materially af-

fects a cadet's general standing in the school. When any officer or non-commissioned officer considers that a cadet should be given a demerit, he shall at once bring the cadet's conduct to the attention of the commandant, and shall notify the cadet that this action has been taken. In every case the commandant shall give the cadet a fair opportunity to explain his conduct to the principal before awarding demerits.

ARTICLE VIII

"31. **Conduct and Deportment.**—No cadet shall address an officer or a cadet who may have reported him for a delinquency on the subject of such report, unless specially authorized by the principal or commandant to do so, and no officer or cadet who has made a report against a cadet shall hold any conversation with him in regard to it, unless by permission of the principal or commandant.

"32. **Responsibility of Cadets for Enforcing Discipline.**—It shall be the duty of every cadet, officer and non-commissioned officer aware of any violation of the rules and regulations of the high-school cadets, or of any crime, irregularity, neglect, or other improper conduct of which any cadet has been guilty, to report the same without delay to the commandant. Officers and cadets in presenting delinquencies shall, as far as practicable, conform to simple, plain statements of facts, and shall not attempt to characterize offenses.

"33. **Cadet Officer of the Day.**—A daily detail of an officer of the day shall be made in each school, the of-

ficer so detailed to hold office for twenty-four hours. During his tour of duty he is senior to all cadets and cadet officers in matters of police and good order, but shall have no power to grant privileges, except as specially authorized. He shall be responsible for the good order, discipline and conduct of the cadets, and for the enforcement of these regulations during his tour of duty. He shall make such inspections and reports, and be subject to such orders as from time to time may be prescribed by the principal or commandant.

"36. **Restrictions Regarding Use of Arms and Ammunition.**—No arms or equipment belonging to the government, state, or school shall be removed from the school without permission from the commandant.

"37. No ammunition or unauthorized firearms of any kind shall be carried by the cadet without express permission of the commandant.

"38. Cadets shall not discharge firearms within or about the school except in the regular routine of duty.

"39. Any cadet who shall lose, sell, wilfully damage, destroy, or in any way dispose of the arms, ammunition, equipment, accouterments, or furniture issued to him shall, in addition to paying for the same, be punished according to the nature of his offense.

"40. **Disapproval of Official Action.**—Open manifestations of feeling, by way of approval, or censure, when official announcements are made are prejudicial to military discipline, and therefore punishable.

"41. All combinations under any pretext whatsoever within the cadet organization are contrary to mili-

tary discipline. Any cadet who, in concert with others, under pretense of procuring redress of grievance, adopts any measure, or signs any paper, or enters into any written or verbal agreement, with a view to violate or evade any regulation of the cadet organization, or does anything to the prejudice of good order and military discipline, or who endeavors to persuade others to do the same, shall be dismissed or otherwise punished, according to the nature of the offense.

"42. **Redress of Grievances.**—Any cadet who considers himself aggrieved by another, or by an officer, may complain thereof to the principal or commandant.

"43. Articles of War, United States Army, Art. 25. No officer or soldier shall use any reproachful or provoking speeches or gestures to another. Any officer who so offends shall be put in arrest; any soldier who so offends * * * shall be required to ask pardon of the party offended in the presence of his commanding officer.

"45. The above articles of war are included in these regulations.

ARTICLE IX

"46. **Religious Duties.**—Every cadet should consider it his duty to observe the days set aside for the worship of the Supreme Being by his parents or guardians, or by the religious denomination to which he may belong.

"47. Every cadet should avoid any act of disrespect for the religious beliefs of fellow cadets, and all cadets

shall refrain from making remarks relative to such beliefs that might give even the least offense to their comrades.

ARTICLE X

"48. **Tobacco and Intoxicants.**—Since all authorities agree that tobacco and intoxicants are injurious to growing boys, no cadet shall use the same in any public place when in uniform, or within the bounds of any cadet camp or at any official function.

ARTICLE XI

"49. **Comradeship.**—The good fortune of individuals is not alike. One is successful in life while another equally as deserving meets with reverses. It happens, as a consequence, that all parents are not equally able to provide in quantity and quality the material necessities of life for those entrusted to their care. Every cadet should bear this in mind, and should so conduct himself in his relations with his fellow cadets that each cadet, irrespective of the high school of which he may be a student, will feel for the other cadet true comradeship indeed.

"50. **Jealousy.**—Nothing is more destructive of comradeship than petty jealousies. Such jealousies are the hall-mark of mediocrity. Every cadet is duty bound actively to discourage them.

"51. The success of any cadet organization in any shooting contest, competition, or other effort reflects credit on the entire high-school cadet organization.

"52. **Sportsmanship.**—Whenever any cadet organization shall be rewarded for excellence in any contest, competition, or other effort, it shall be the duty of every regimental, battalion, or company commander of the high-school cadets to prepare a letter extending to the successful organization the hearty congratulations of the regiment, battalion and company.

"53. True comradeship is active, not passive. Every cadet should endeavor by good example to encourage his fellow cadet to keep the laws of God and country.

ARTICLE XII

"54. **Neatness.**—No cadet should appear in uniform on the streets, or in any public place with his hands in his pockets, nor should any uniformed cadet appear except in proper uniform with blouse buttoned throughout. Olive drab shirt may be worn without blouse, in which case it shall be buttoned throughout with collar neatly rolled, except when the cadet is engaged in athletic sports.

"55. **Neglect of Studies.**—Cadets who are guilty of culpable and continued neglect of their studies are not worthy cadets, notwithstanding any special qualifications they may otherwise possess which particularly fit them for membership in the organization.

"57. **Politeness.**—Every cadet should cultivate politeness. His conduct toward his teachers and toward elderly people should at all times be above criticism.

"58. **Protection of Weak.**—Every cadet should con-

sider himself in honor bound to lend his protection to the weak.

"59. **Purity.**—Purity in thought, word and deed is the hall-mark of nobility of character. The impure are not wanted in any community.

"60. **Profane Language.**—The use of profane or unseemly language is the clearly defined line separating the ill-bred rowdy from the man of gentle breeding. Be careful to keep yourself on the right side of that line.

"61. **The Cadet's Glory.**—A high-school cadet is a true gentleman. He stands for the high ideals of life. He loves peace and deplores war, but is always ready to defend his country in its hour of need. He respects authority. He obeys the law. He cultivates filial love, and strives earnestly to be an honor to his father and mother. He honors the Supreme Being in thought, word and deed.

ARTICLE XIV

"68. **Target Practise.**—Every cadet shall be taught the nomenclature, care and use of the rifle.

"69. **Gallery Practise.**—As soon as practicable after the enrollment of a student in the cadet organization, he shall be put through the course in gallery practise prescribed for Junior Marksman's Course, National Board for the Promotion of Rifle Practise.

"70. **Estimate Distances.**—Every cadet shall be taught to estimate distances up to 1,000 yards, in accordance with the principles set forth in *Small Arms Firing Manual, United States Army.*

"73. **Rifle Club.**—In each cadet company there shall be organized a rifle club under the rules and regulations of the War Department, National Board for Promotion of Rifle Practise and affiliated with the National Rifle Association of America.

"74. **Junior Marksman.**—Every cadet under eighteen years of age should strive to win the 'Junior Marksman's Lapel Button,' issued by the War Department through the National Rifle Association of America.

"75. **Inter-School Competition.**—Annually the rifle club in each cadet organization shall appoint a team to compete for the War Department trophy, inter-school championship, and for the adjutant general's trophy.

ARTICLE XV

"78. **Military Correspondence.**—All official correspondence will be carried on in a military manner in accordance with the form prescribed by the War Department.

"79. Appendix B will show the form of military communications, letters, endorsements, etc.

"80. Letters and endorsements will be couched in courteous language. Impertinent and flippant remarks will be carefully avoided. Violations of this rule will be punished with demerits.

"81. A communication will refer to one subject only.

"82. All communications will be promptly answered. Violations of this regulation will be punished according to the nature of the offense.

ARTICLE XVII

"88. **Ignorance of Regulations No Excuse.**—A copy of these regulations shall be furnished each cadet at the time of his enrollment. He shall carefully read them and strive at all times carefully to conform to them. Ignorance of a regulation will not be accepted as an excuse for violation of the same."

EXTRACTS FROM A LETTER FROM THE ADJUTANT GENERAL OF THE STATE OF CALIFORNIA

Appropriation by Legislature.—"The state legislature at its session last spring appropriated the sum of thirteen thousand dollars to cover the support of the cadets for the next two fiscal years. Out of this amount we endeavor to furnish as much as possible of the required equipment, with the exception of uniforms.

Expense of Uniforms.—"One of our greatest difficulties lies in the fact that we are unable to furnish uniforms. In public schools it is a hardship for some parents to put up eleven or twelve dollars required to purchase a regulation, olive-drab uniform. I hope that eventually we will be able to obtain cadet uniforms from the government at cost; this would be an immense help for the cadet movement.

Number of Companies.—"At present we have twenty-five cadet companies in high schools throughout the state. Many applications to organize new companies have been received, and I believe our cadet

roster will have several new companies added this term.

Teacher's Certificates and Remuneration.—"The California State Board of Education will issue, upon proper qualifications, certificates to teach military science in high schools. This in order that the military instructor may receive pay for his services in the same manner that other special teachers are paid. Heretofore, the services of these instructors have been given voluntarily, and without compensation. I believe that this recent action of the State Board of Education will be a great aid in making the cadet movement in this state a permanent institution.

"You will note from section 15, of the high-school cadet law, that upon proper recommendation, the governor may commission, in the same manner that National Guard officers are commissioned, a commandant of cadets, with rank of major, for duty in each high school having one or more cadet companies.

"I have found that cadet companies can not be permanently successful unless the students receive recognition for their military work from the school authorities, and the time for drill is provided during the school day."

APPENDIX VII

SUGGESTIONS FOR RIFLE PRACTISE IN HIGH SCHOOLS

By Captain W. R. Kennedy, Instructor of Rifle Practise, Culver Military Academy

"THE purpose in the training of students should be to produce uniform proficiency rather than an expertness on the part of a comparatively few men. A man who has once learned to shoot will seldom lose his ability. The attention of the instructor should, therefore, be concentrated on the poor shots. Particular care should be taken to avoid discouraging the poor shots." S. A. F. R.

The course will probably embrace the following subjects:

(a) Nomenclature and care of the rifle.
(b) Sighting drills.
(c) Position and aiming drills.
(d) Deflection and elevation correction drills.
(e) Gallery practise.
(f) Estimating distance drills.

In addition to the above, when an outdoor range is available, the following courses may be added. The National Guard ranges in most states are open to students of high schools and to civilian rifle clubs.

(g) Individual known distance firing, instruction practise.

(h) Individual known distance firing, record practise.

Complete instruction for the different drills mentioned above may be had in the *Small Arms Firing Manual,* published by the government printing office at Washington, D. C., or in *Moss' Manual of Military Training,* published by the George Banta Publishing Company, Menasha, Wisconsin.

Rifle Team Organization.—Each year the National Rifle Association, Washington, D. C., conducts a series of matches for high schools, academies and colleges. These matches afford an opportunity for those students who are especially interested in rifle practise to compete against the best schoolboy shots in the United States.

Applications for information and for entrance to these matches should be made to the secretary, National Rifle Association, Washington, D. C. He will also furnish information as to how arms, ammunition and targets may be procured at a very little expense from the United States government.

Construction of Galleries and Purchase of Rifles.—Blue prints for the construction of a very complete indoor shooting gallery may be obtained by writing to the E. I. du Pont de Nemours Powder Company, Wilmington, Delaware. The cost of the equipment will be about six dollars per target. The cost of labor and

lumber will be about twenty-five dollars per target, varying with local conditions.

A small portable bullet catcher and target holder may be purchased from G. F. Hoffman, of Needham, Massachusetts. It is a steel box with an eighteen inch wooden frame. It can be set on a table or on the floor for prone shooting. It can be used at a distance of fifteen feet by using reduced targets.

Purchasing Supplies from the Government.—The government will sell galleries, rifles, ammunition and targets to high-school rifle clubs.

Most of the best teams, however, use rifles purchased from private manufacturers. The models in most common use are the Winchester "Winder" musket and the Stevens Semi-Military. These rifles have a much greater distance between the sights than the government rifle and are more accurate for that reason. The United States Model, 1903, caliber .22, has the advantage, however, in that it makes the student familiar with the action and sights of the rifle which he would use in time of war. The commercial rifles, however, will win the matches as long as the conditions remain as they are at present.

APPENDIX VIII

INSTRUCTION OF HIGH-SCHOOL BOYS IN RIFLE SHOOTING IN THE PUBLIC SCHOOLS OF NEW YORK CITY

THE following interesting report of rifle practise conducted by the Public Schools' Athletic League of New York City is published through the courtesy of General George Wood Wingate, president and organizer of the league. It contains very practical suggestions that could be used in connection with similar instruction in high schools of other cities.

The work of this league in really getting and holding the interest of the school boys and girls of New York City, and in developing not only their bodies but their characters, through their interest in sports cleanly and efficiently conducted is too well known to need comment. General Wingate introduced rifle practise in this country as a part of the military instruction of the National Guard and is the founder of Creedmore. He has been president of the National Rifle Association of the United States for twenty-five years.

MARKSMANSHIP

"There are few departments of the work of the league which are of greater national importance than the instruction of the high-school boys in rifle shooting.

"This is carried on by nineteen sub-target gun machines installed in the high schools.

"These machines are each equipped with an army rifle and are so constructed that a boy practising receives the same training as if he were actually firing a ball cartridge, while, on the other hand, there is neither noise, danger nor expense.

Badges and Qualifications.—"Those who are able to make forty-five points standing, out of a possible fifty (a very severe test) are called marksmen, while those making a perfect score of fifty are called sharpshooters, and badges for each of these qualifications are presented by the league. The league provided the badges won during the past year in the counties of New York, Bronx and Richmond, while those won in Kings and Queens were donated by the *Brooklyn Daily Eagle*, to which the league is under great obligations.

Practise in National Guard Armories.—"Through the courtesy of the commanding officers of the different National Guard regiments, the boys who qualify as marksmen and sharpshooters are permitted to practise with cartridges in the rifle galleries of the various armories. The practise on the machines gives the boys steadiness in aiming and firing, and in consequence they soon develop into remarkable shots.

Number Qualifying.—"During the year 1914 over five thousand boys have regularly practised on the machines, three hundred and ninety-nine qualified as marksmen and one hundred and ninety as sharpshooters. A number of girls also succeeded in qualifying.



Armory of the University of Wisconsin



Cadet Corps of the University of Missouri



Barracks and Battalions of Cadets—Western Military Academy,
Upper Alton, Illinois

The 'Wingate Trophy' for the school qualifying the greatest percentage, was won by Morris High, with one hundred and thirteen marksmen and forty-six sharpshooters. Fourteen schools participated in the tournament for the 'Whitney Trophy' on the gun machines, in which each school team competed against each other. The excellence of the shooting may be estimated from the fact that Victor Loader and Daniel Darge, of the Boys' High School, each made 'offhand' two hundred four points out of a possible two hundred and ten.

The Army Practise Rod.—"The number of boys who are anxious to become marksmen in the different schools is so great that these machines are in constant use and in consequence are becoming in need of considerable repair. Their capacity is so inadequate as to permit but a small proportion of those who desire to practise to do so. The league is therefore endeavoring to supplement this by securing for the different schools a number of Springfield rifles furnished with the 'Army Practise Rod.' This is a rod which is thrown out of the barrel of the rifle for about eight inches by the blow of the firing pin so that its point makes an indentation on a card target (as a bullet would have done if the rifle had been loaded). This is used in substantially the same manner as the sub-target gun machine. While it is not quite so valuable for instruction as the gun machine, it nevertheless enables valuable practise to be had, and the expense is only twenty dollars per gun

and apparatus, as against about two hundred and seventy dollars for the gun machine."

SHOOTING AT PEEKSKILL STATE RANGE

"In previous years the league has borne all the expense of conducting a field day in rifle shooting on the state range at Peekskill, at which those high-school boys who had qualified in practise would be allowed to shoot in the open with the service rifle and ammunition. This included transportation (one dollar and twenty cents per boy) and the cost of his lunch.

Range Practise.—"Through the courtesy of Colonel N. B. Thurston, the league was able to secure the use of the state range at Peekskill on October 24, 1914, and the loan of the necessary rifles from Colonel Walter B. Hotchkin, commanding the Twenty-second Regiment, National Guard, New York. The state furnished the necessary ammunition. Major Henry C. Wilson and a number of other prominent riflemen who volunteered their services were in charge of the matches, and Colonel Thurston acted as executive officer,—to all of whom the league is under great obligations. One hundred and thirty-eight boys participated, and a much greater number would have done so if the league had been able to meet the expense of taking them to the range, as it had done in previous years. The shooting was done with the service rifle and ammunition at two hundred yards, in both the standing and prone positions.

"Almost none of the boys had ever had any practise in shooting in the open air or with the heavy service charge used in the army rifle; or, in fact, with any actual charge except the small bullet and slight charge used in the rifle galleries. A number of them had only had practise for a few weeks on the sub-target gun machines in their school work. It was consequently expected by many of the veteran riflemen present that the loud report and heavy recoil would cause the competitors to 'flinch' when firing and to shoot badly. They were, therefore, greatly surprised to see lads of fourteen, weighing but little over ninety pounds, making first-class 'offhand' scores at two hundred yards.

"The highest individual score at two hundred yards standing was ninety out of one hundred, made by E. M. Gregory of Manual Training High School.

Conduct of Boys at Matches.—"The thorough training which the boys had previously subjected themselves to produced a difference between their conduct on this occasion and that of other young men of their age, which excited much favorable comment. They were transported in a special train without any particular control, and were given perfect freedom upon the range. Yet neither in coming nor going was there the slightest disorder, and on the range their conduct was unobjectionable. Almost none of the boys were seen to smoke. This was simply because they had been instructed that if they were going to shoot well they must not use tobacco or indulge in any dissipa-

tion. That they did not do this is shown by the scores which they made. But the fact that they did not must be considered as a demonstration of the value of training in this branch of sport.

Value of Practise on Sub-Target Gun Machines.—"The boys were enthusiastic beyond description over their experience. In particular they were pleased to find that the result of their practise on sub-target gun machines, which they had felt at times to be rather more play than actual work, had really been most profitable training for actual field shooting.

"This competition has excited much attention from military men and has been commented upon by the press throughout the United States as being a demonstration of what few really appreciated, that the 'machine-made' shooter is a dependable marksman under service conditions and that the league is doing a work of great value to the country in making sharpshooters of its schoolboys.

Influence on Clean and Manly Living.—"If this instruction should, as I hope and think it will, be made general throughout the country, so that a large proportion of our youth should become sharpshooters, the boys, besides attaining the valuable qualities of quick perception, steady nerves and cool self-reliance, and having an enjoyable time, would be led to abstain from cigarette smoking and other vices and to live clean manly lives.

Value as a Guarantee of Peace.—"While there is a certain number of peace advocates who have objected

to introducing military instruction in our schools, certainly none can object to teaching our youth the use of the rifle. This country must depend for its defense in time of war upon hasty levies of volunteers.

"If these are taught in their youth to shoot they will never forget it, and but a little practise will be required to make them efficient if an emergency should ever arise which would require them to volunteer to defend their country and their flag. Without such knowledge they would be worthless as soldiers. If the method which the league is now carrying out could be made general in the high schools throughout the country, so that a large proportion of our youth should become sharpshooters, a force would be provided at nominal expense which would render the nation able to defend its shores against any invader without the necessity of maintaining a large regular army.

"It would, therefore, constitute the greatest possible guarantee for national peace."

EXTRACT FROM LETTER FROM GENERAL WINGATE REGARDING ADDITIONAL EQUIPMENT FOR RIFLE PRACTISE AND INTRODUCTION OF ELEMENTARY DRILL

"In December we supplemented the methods which I mentioned in my report, by purchasing one hundred ten Krag rifles, which are to be equipped with the practise rod, and which will largely add to the number who will be instructed in marksmanship. We have endeavored to introduce some military instruction in several of the high schools by providing instructors

lumber will be about twenty-five dollars per target, varying with local conditions.

A small portable bullet catcher and target holder may be purchased from G. F. Hoffman, of Needham, Massachusetts. It is a steel box with an eighteen inch wooden frame. It can be set on a table or on the floor for prone shooting. It can be used at a distance of fifteen feet by using reduced targets.

Purchasing Supplies from the Government.—The government will sell galleries, rifles, ammunition and targets to high-school rifle clubs.

Most of the best teams, however, use rifles purchased from private manufacturers. The models in most common use are the Winchester "Winder" musket and the Stevens Semi-Military. These rifles have a much greater distance between the sights than the government rifle and are more accurate for that reason. The United States Model, 1903, caliber .22, has the advantage, however, in that it makes the student familiar with the action and sights of the rifle which he would use in time of war. The commercial rifles, however, will win the matches as long as the conditions remain as they are at present.

APPENDIX VIII

INSTRUCTION OF HIGH-SCHOOL BOYS IN RIFLE SHOOTING IN THE PUBLIC SCHOOLS OF NEW YORK CITY

THE following interesting report of rifle practise conducted by the Public Schools' Athletic League of New York City is published through the courtesy of General George Wood Wingate, president and organizer of the league. It contains very practical suggestions that could be used in connection with similar instruction in high schools of other cities.

The work of this league in really getting and holding the interest of the school boys and girls of New York City, and in developing not only their bodies but their characters, through their interest in sports cleanly and efficiently conducted is too well known to need comment. General Wingate introduced rifle practise in this country as a part of the military instruction of the National Guard and is the founder of Creedmore. He has been president of the National Rifle Association of the United States for twenty-five years.

MARKSMANSHIP

"There are few departments of the work of the league which are of greater national importance than the instruction of the high-school boys in rifle shooting.

"This is carried on by nineteen sub-target gun machines installed in the high schools.

"These machines are each equipped with an army rifle and are so constructed that a boy practising receives the same training as if he were actually firing a ball cartridge, while, on the other hand, there is neither noise, danger nor expense.

Badges and Qualifications.—"Those who are able to make forty-five points standing, out of a possible fifty (a very severe test) are called marksmen, while those making a perfect score of fifty are called sharpshooters, and badges for each of these qualifications are presented by the league. The league provided the badges won during the past year in the counties of New York, Bronx and Richmond, while those won in Kings and Queens were donated by the *Brooklyn Daily Eagle*, to which the league is under great obligations.

Practise in National Guard Armories.—"Through the courtesy of the commanding officers of the different National Guard regiments, the boys who qualify as marksmen and sharpshooters are permitted to practise with cartridges in the rifle galleries of the various armories. The practise on the machines gives the boys steadiness in aiming and firing, and in consequence they soon develop into remarkable shots.

Number Qualifying.—"During the year 1914 over five thousand boys have regularly practised on the machines, three hundred and ninety-nine qualified as marksmen and one hundred and ninety as sharpshooters. A number of girls also succeeded in qualifying.



Armory of the University of Wisconsin



Cadet Corps of the University of Missouri



Barracks and Battalions of Cadets—Western Military Academy,
Upper Alton, Illinois

The 'Wingate Trophy' for the school qualifying the greatest percentage, was won by Morris High, with one hundred and thirteen marksmen and forty-six sharpshooters. Fourteen schools participated in the tournament for the 'Whitney Trophy' on the gun machines, in which each school team competed against each other. The excellence of the shooting may be estimated from the fact that Victor Loader and Daniel Darge, of the Boys' High School, each made 'offhand' two hundred four points out of a possible two hundred and ten.

The Army Practise Rod.—"The number of boys who are anxious to become marksmen in the different schools is so great that these machines are in constant use and in consequence are becoming in need of considerable repair. Their capacity is so inadequate as to permit but a small proportion of those who desire to practise to do so. The league is therefore endeavoring to supplement this by securing for the different schools a number of Springfield rifles furnished with the 'Army Practise Rod.' This is a rod which is thrown out of the barrel of the rifle for about eight inches by the blow of the firing pin so that its point makes an indentation on a card target (as a bullet would have done if the rifle had been loaded). This is used in substantially the same manner as the sub-target gun machine. While it is not quite so valuable for instruction as the gun machine, it nevertheless enables valuable practise to be had, and the expense is only twenty dollars per gun

and apparatus, as against about two hundred and seventy dollars for the gun machine."

SHOOTING AT PEEKSKILL STATE RANGE

"In previous years the league has borne all the expense of conducting a field day in rifle shooting on the state range at Peekskill, at which those high-school boys who had qualified in practise would be allowed to shoot in the open with the service rifle and ammunition. This included transportation (one dollar and twenty cents per boy) and the cost of his lunch.

Range Practise.—"Through the courtesy of Colonel N. B. Thurston, the league was able to secure the use of the state range at Peekskill on October 24, 1914, and the loan of the necessary rifles from Colonel Walter B. Hotchkin, commanding the Twenty-second Regiment, National Guard, New York. The state furnished the necessary ammunition. Major Henry C. Wilson and a number of other prominent riflemen who volunteered their services were in charge of the matches, and Colonel Thurston acted as executive officer,—to all of whom the league is under great obligations. One hundred and thirty-eight boys participated, and a much greater number would have done so if the league had been able to meet the expense of taking them to the range, as it had done in previous years. The shooting was done with the service rifle and ammunition at two hundred yards, in both the standing and prone positions.

"Almost none of the boys had ever had any practise in shooting in the open air or with the heavy service charge used in the army rifle; or, in fact, with any actual charge except the small bullet and slight charge used in the rifle galleries. A number of them had only had practise for a few weeks on the sub-target gun machines in their school work. It was consequently expected by many of the veteran riflemen present that the loud report and heavy recoil would cause the competitors to 'flinch' when firing and to shoot badly. They were, therefore, greatly surprised to see lads of fourteen, weighing but little over ninety pounds, making first-class 'offhand' scores at two hundred yards.

"The highest individual score at two hundred yards standing was ninety out of one hundred, made by E. M. Gregory of Manual Training High School.

Conduct of Boys at Matches.—"The thorough training which the boys had previously subjected themselves to produced a difference between their conduct on this occasion and that of other young men of their age, which excited much favorable comment. They were transported in a special train without any particular control, and were given perfect freedom upon the range. Yet neither in coming nor going was there the slightest disorder, and on the range their conduct was unobjectionable. Almost none of the boys were seen to smoke. This was simply because they had been instructed that if they were going to shoot well they must not use tobacco or indulge in any dissipa-

tion. That they did not do this is shown by the scores which they made. But the fact that they did not must be considered as a demonstration of the value of training in this branch of sport.

Value of Practise on Sub-Target Gun Machines.—"The boys were enthusiastic beyond description over their experience. In particular they were pleased to find that the result of their practise on sub-target gun machines, which they had felt at times to be rather more play than actual work, had really been most profitable training for actual field shooting.

"This competition has excited much attention from military men and has been commented upon by the press throughout the United States as being a demonstration of what few really appreciated, that the 'machine-made' shooter is a dependable marksman under service conditions and that the league is doing a work of great value to the country in making sharpshooters of its schoolboys.

Influence on Clean and Manly Living.—"If this instruction should, as I hope and think it will, be made general throughout the country, so that a large proportion of our youth should become sharpshooters, the boys, besides attaining the valuable qualities of quick perception, steady nerves and cool self-reliance, and having an enjoyable time, would be led to abstain from cigarette smoking and other vices and to live clean manly lives.

Value as a Guarantee of Peace.—"While there is a certain number of peace advocates who have objected

to introducing military instruction in our schools, certainly none can object to teaching our youth the use of the rifle. This country must depend for its defense in time of war upon hasty levies of volunteers.

"If these are taught in their youth to shoot they will never forget it, and but a little practise will be required to make them efficient if an emergency should ever arise which would require them to volunteer to defend their country and their flag. Without such knowledge they would be worthless as soldiers. If the method which the league is now carrying out could be made general in the high schools throughout the country, so that a large proportion of our youth should become sharpshooters, a force would be provided at nominal expense which would render the nation able to defend its shores against any invader without the necessity of maintaining a large regular army.

"It would, therefore, constitute the greatest possible guarantee for national peace."

EXTRACT FROM LETTER FROM GENERAL WINGATE REGARDING ADDITIONAL EQUIPMENT FOR RIFLE PRACTISE AND INTRODUCTION OF ELEMENTARY DRILL

"In December we supplemented the methods which I mentioned in my report, by purchasing one hundred ten Krag rifles, which are to be equipped with the practise rod, and which will largely add to the number who will be instructed in marksmanship. We have endeavored to introduce some military instruction in several of the high schools by providing instructors

at some of the armories, at which those boys who go there to shoot, can also obtain some military drill. This drill was confined to:

"1. Instruction in mechanism and care of the service rifle.

"2. School of the soldier and company, which was to be continued only so long as to make a boy fairly proficient.

"3. Verbal instructions in regard to field work, such as camping, hygiene, and similar matters.

"Special care was taken to avoid too much formal drill."

RIFLE PRACTISE IN SALT LAKE CITY HIGH SCHOOLS

The Salt Lake City High Schools provide two rifle galleries completely equipped. Gallery practise is given to all, including girls and teachers. Although not introduced until 1910, the school won the championship for the Astor cup in 1913. A lady teacher, who is a crack shot, is in charge of the range.

APPENDIX IX

RIFLE PRACTISE FOR HIGH SCHOOLS OF CALIFORNIA

THE following regulations, which govern target practise of the California high-school cadets, are published through the courtesy of Brigadier General C. W. Thomas, Jr., Adjutant General, State of California:

"1. In addition to the gallery practise provided for in paragraph 69, *California Rules and Regulations*, for the government of the high-school cadets, the following regular practise will be held each year:

Instruction practise

TABLE 1.—*Slow fire*

Ranges (real) feet	Ranges (simulated) yards	Targets	Time	Shots	Position
50	200	Y------	No limit----	15	5 prone. 5 kneeling. 5 standing.
50	300	Z------	No limit----	20	10 prone. 10 sitting.

TABLE 2.—*Rapid fire*

(Battle sight only will be used.)

Ranges (real) feet	Ranges (simulated) yards	Targets	Time	Shots	Position
50	200	Y------	1 min.------	10	Kneeling from standing.
50	300	Z------	1 min. and 10 secs.	10	Prone from standing.

Record practise

TABLE 3.—*Slow fire*

Ranges (real) feet	Ranges (simulated) yards	Targets	Time	Shots	Position
50	200	Y------	No limit----	10	5 standing. 5 prone.
50	300	Z------	No limit----	10	5 sitting. 5 kneeling.

Rapid fire as given in Table 2.

DESCRIPTION OF SYSTEM

"2. **Range.**—The range is fifty feet, which enables the firer to see the hole made by the shot, and saves the time ordinarily taken in indicating the position of the hit.

"3. **Targets.**—The division of miniature targets X, Y and Z are, respectively, one-sixth, one-twelfth and one-eighteenth of the size of the divisions on the 'A' target, and subtend the same visual angle as do those of the A target when at one hundred, two hundred and three hundred yards.

"4. **Course.**—The course uses miniature target Y for two hundred yards, and target Z for three hundred yards firing. It is preceded, when there is no gallery range, by such firing at target X as may be necessary.

"5. **Back Stop.**—A back stop ten feet high is, in point of safety, when firing at fifty feet, equivalent to a back stop of sixty feet at a distance of one hundred yards and one hundred and twenty feet at a distance of two hundred yards. It is generally possible to find in the vicinity of the station or camp a perpendicular cut bank having a height of ten feet or more. In case

such a bank can not be found a suitable back stop will be constructed. Nine inches of sand or eighteen inches of loam will be sufficient to stop the bullet.

"6. **Method of Firing.**—An instructed man is detailed to coach each recruit. The squad of recruits is drawn up facing the targets. At the command or signal 'Commence firing' the recruits, under the supervision of the expert shots detailed as coaches, fire slowly until five cartridges have been fired. The coach, standing by the recruit, corrects his fault of position or trigger squeezing, points out the position of each shot, and in each case explains the cause of each miss. When ten shots are fired the miniature targets are removed to serve as records, and replaced by new targets, when the firing, if necessary, recommences. The disappearing target is not used in rapid fire in this course. In rapid fire each man takes position standing in front of the target assigned to him. The officer in charge of the line will command 'Load.' The magazine will be filled, the piece loaded with one cartridge therefrom, and the safety lock turned to 'Safe.' When all are ready the officer in charge of the firing line will command 'Ready,' when the safety lock will be turned to the ready and the position of 'Ready' standing assumed, with the sling, if used, on the arm. At the command or signal 'Commence firing,' he takes the prescribed position, opens fire and endeavors to fire five shots. The command or signal 'Cease firing' is given at the expiration of the time limit, when all firing ceases.

"7. Target X is a rectangular paper target eight by twelve inches. Black circular bull's eye, one and one-third inches diameter; center ring, four and one-third inches diameter; inner ring, seven and two-thirds inches diameter; outer, remainder of target. Value of hits same as on Target A. (See S. A. F. M. 1913.)

"8 Target Y is a rectangular paper target, four by six inches. Black circular bull's eye two-thirds inch diameter; center ring, two and one-sixteenth inches diameter; inner ring, three and five-sixteenths inches diameter; outer, remainder of target. Value of hits same as on Target A.

"9. Target Z is a rectangular paper target two and two-thirds by four inches. Black circular bull's eye four-ninths inch diameter; center ring, one and four-ninths inches diameter; inner ring, three and five-sixteenths inches diameter; outer, remainder of target. Value of hits same as on Target A.

"10. Classification.—The following grades of classification are obtained in record practise:

Marksmanship, 150 points, possible 200.

Sharpshooter, 165 points, possible 200.

Expert Rifleman, 180 points, possible 200.

"11. Insignia.—Marksmen will be given a bronze pin; sharpshooters will be given a bronze cross; expert riflemen will be given a silver pin. Insignias will be issued on April first each year. List of cadets with their aggregate scores certified by the commandant of each school will be forwarded to the adjutant general's office in time to make the issue.

"12. From the cadets who have completed the course set forth in Tables 1, 2 and 3, above, a team of ten cadets and two alternates will be selected from each company to attend the state shoot each year. The team thus selected will be known as the regular team.

"13. The state shoot will be held each year not earlier than April first nor later than May thirty-first.

"14. The competitions mentioned in paragraph 75, *California Rules and Regulations for the Government of the High-School Cadets*, and all other competitions will be held at the state shoot.

"15. Upon arrival at camp the regular teams from each school will select from among their members a team to be known as the competitive team. The aggregate scores made in the regular team shooting by members of the competitive team will constitute the scores of the competitive team.

"16. At the state shoot the following gallery record practise will be held: Range fifty feet, ten shots standing, ten shots prone, on the National Rifle Association gallery target.

"17. At the state shoot the following record practise, service ammunition, will be held:

TABLE 1.—*Target A, slow fire*

Range	Time	Shots	Targets	Position
200	No limit.....	10	A.....	Prone.
200	No limit.....	10	A.....	5 kneeling, 5 standing

TABLE 2.—*Target D, rapid fire, battle sight*

Range	Time	Shots	Targets	Position
200	1 minute	5	D	Prone.
200	1 minute	5	D	Sitting or kneeling.

In rapid fire the position may be assumed and cut-off turned to ready prior to the appearance of the target, provided that the butt of the rifle is not placed to the shoulder until the target appears.

"18. **State Championship.**—To the competitive team making the highest aggregate score in both gallery record practise (par. 16), and record practise, service ammunition (par. 17), will be awarded the championship plaque presented by the War Department.

"19. **Adjutant General's Cup, Gallery Shooting.**—To the regular team making the highest aggregate score in the gallery record practise (par. 16), will be awarded this cup.

"20. **Adjutant General's Cup, Record Practise Service Ammunition.**—To the regular team making the highest aggregate score in record practise, service ammunition (par. 17), will be awarded this cup.

"21. To the members of any team not over eighteen years of age who make seventy-five points for both positions in Table 1, paragraph 17, will be awarded the Junior Marksman's Outdoor Medal, National Rifle Association.

"22. To the members of any team under eighteen years of age who make thirty-eight points standing and forty-two points prone, or a total of eighty points

of a possible one hundred in the record gallery shooting (par. 16) will be awarded the Junior Marksman's Lapel Button, National Rifle Association.

"23. All shooting will be under the supervision of a judge appointed by the National Rifle Association of America.

INDIVIDUAL COMPETITIONS

"24. To the cadet who makes the highest aggregate score in the record practise prescribed in paragraph 1, will be awarded a gold medal, to the cadet making the second highest score will be awarded a silver medal, and to the cadet making the third highest score will be awarded a bronze medal.

"25. To the cadet who makes the highest aggregate score in the record practise, service ammunition, prescribed in paragraph 17, will be awarded a gold medal, to the cadet making the second highest score will be awarded a silver medal, and to the cadet making the third highest score will be awarded a bronze medal.

"26. Postgraduates will not be allowed to compete for prize medals or trophies, nor will they be allowed to shoot on the teams sent to the state shoot. They will, however, be allowed to shoot the regular courses indoor and outdoor.

"27. No cadet shall be permitted to fire on the outdoor ranges until he shall have qualified as a sharpshooter on the gallery range."

APPENDIX X

SUMMER CAMPS FOR HIGH-SCHOOL STUDENTS

THE following general data is relative to a free camp of military instruction for high-school students held at Culver Military Academy between the tenth and twenty-fourth of May, 1915.

The total enrollment of students was two hundred. Their ages ranged from fourteen to twenty. They were selected as is hereinafter described, from the various counties of Indiana. The boys while at the encampment were quartered in seven by nine tents with elevated board floors. Regulation conical or pyramidical tents would have been preferable.

Two large mess tents twenty-five by fifty accommodated the boys at mess. Provisions were furnished by the academy commissary department. A twenty by fifty foot tent was also used as a kitchen and was equipped with field ranges.

Organization.—The recruits were organized as a battalion of four companies. The company officers and sergeants of the student battalion were chosen from experienced privates of two or three years' service in the cadet corps. They were especially instructed as drill masters prior to the opening of the camp. Their work was entirely satisfactory as evidenced by the re-



High-School Cadets in Extended Order Drills- Culver



Extended Order Drill—College of St. Thomas, St. Paul



(Photo by Chicago News)

High-School Students Receiving Instruction in the Trenches
—Culver

sults. The experience, also, was a most beneficial one for them and demonstrated the value of their training in qualifying them to command volunteer troops.

Interest in Work.—Despite much rainy and cold weather, the interest and zeal of the students was most marked and remained unabated throughout the encampment. Although given a hard daily schedule, they could be seen in the company streets in recreation hours, drilling one another or practising with signal flags, etc. At the end of the encampment, the majority showed a marked improvement in carriage. They acquired apparently something of the spirit as well as the outward form of military courtesy.

Proficiency Acquired.—They acquired in the two weeks a wider range of practical information than any high-school cadets I have known. The marching was steady, the movements of the drill enacted with precision and the manual of arms was exceptionally good. The extended order drills were executed promptly and without confusion, the rushes were spirited and well timed. Sights were accurately set and the fire control was good. Corporals appointed from the high-school students after the first week lead their squads with surprising confidence and efficiency.

Extent of Instruction.—The instruction was by no means limited to mere drill. All students learned the signal code. Thirty per cent. were able to send and receive messages with a fair degree of speed, using flags, heliograph and wireless. All were taught use of the first-aid packet, methods of carrying the wounded

and fundamental principles of military hygiene. They were, also, practised in the pitching of shelter tents and the conical wall tent.

Each company was taken through the ceremony of guard mounting and each individual instructed in the duties of sentries of interior guard and outposts, both by means of lecture and by actually being placed on post.

Practical instruction was also given in the laying out, construction and use of modern trenches.

Each student was taught to use the field kit for individual cooking, one company cooking its noonday meal in this manner. The camp kitchens and mess tents were under the immediate direction of a sergeant of the quartermaster corps detailed by the War Department. Students were detailed at each meal to assist in serving the food. Each boy washed his own mess kit at the conclusion of the meal.

Students cared for their own tents and policed the camp streets. Those who were late at formations or were reported for untidiness were, as far as possible, utilized for this duty.

One practise march of nine miles was given and one field problem. The latter was observed by Lieutenant J. H. Barnard, Fifth United States Cavalry, who commented most favorably on the interest, intelligence and judgment displayed by the students in the exercise. Tactical walks and talks on scouting were taken with two companies per day.

Aiming and sighting drills and gallery practise were

given each student, as well as instruction in the care and cleaning of the rifle.

Two battalion inspections were held. The battalion was reviewed by the State Board of Education, the Adjutant General of the State, Lieutenant J. H. Barnard, Fifth United States Cavalry, and Major-General Leonard Wood, United States Army. General Wood expressed himself as regarding the progress of the students remarkable considering the time under instruction.

At the conclusion of the camp, the students formed among themselves a junior league for national defense with the purpose of encouraging such training among high-school students. They elected as president H. A. Lockhart, of Avilla, Indiana, who was also the winner of the free scholarship in the Culver Summer School, offered by the board of trustees to the student showing the greatest zeal and diligence.

Method of Selecting Students and Value of Plan.— In considering the results obtained in the experimental camps at Culver as a criterion of the value of a general application of the plan, certain questions may arise, among others, whether or not the boys at the Culver camp were especially selected. One-half of them were. One hundred boys were taken from the state at large, one place being allotted to each county. These boys were selected on a basis in which the element of leadership played an important part. Points were given for membership on school athletic teams, debating teams, etc., and additional points to the captains or leaders.

Studies, conduct and so forth were also taken into account. These boys were above the average in initiative, keenness, etc.

On the other hand, one hundred places were allotted to Marshall County, in which the academy is situated. In this case, the departure from the average was not so great. Even this hundred, however, was, undoubtedly, above the average in initiative, for they were tackling something new, something that they knew little about. Other boys with less initiative, with less of the spirit of the pioneer would hang back until the "other fellow" had tried it out, until they knew what it was like. On the whole, therefore, in the general application of the plan, the average material would not lend itself so well to the training contemplated as that collected at the Culver student camp.

Again, at Culver these boys had before them the object lesson of a well-drilled, well-disciplined corps of cadets. Furthermore in the first two days of the encampment one of these cadets was assigned to each recruit as an instructor. The progress under such conditions was naturally more rapid than could be expected outside of a military school or garrison.

Nevertheless, making due allowance for the application of the plan in specially organized camps, if competent drill masters can be supplied, I am confident that the response from the students will be such that results may be obtained of much greater value than from any means of instruction now in operation for affording military training to our citizen population.

Gain from Intensive Instruction.—I am also convinced that the high-school students in the camp at Culver gained much more in the two weeks both in military training and discipline than the same body of boys would have gained from two hours per week throughout the school year because the cumulative effect was greater.

Where drills are given only a certain number of times per week, it is my opinion that the students do not really enter into the military spirit. More compelling interests between drills largely efface the disciplinary influence of the training and the advantage is chiefly mechanical, i. e., teaching men to move in mass in response to command. Also in the bi-weekly drills during the school year it would be impracticable to give the wider range to practical instruction afforded in camp. In the former case, the repetition of the close order drills would tend to become monotonous and the esprit in most cases would be small.

From my observation and from the present experiment, I would be inclined to urge for the high schools systematic physical training, rifle practise, map reading, etc., throughout the school year, with a minimum of military drill, most of the actual military training to be given in summer camps. The county fair grounds could be utilized wherever they afford sanitary conditions for camping. Tentage could be furnished by the state or national government, and sufficient officers for supervision and control. Boys, I believe, psychologically make the best drill masters for boys. Boys

respond more whole-heartedly to the leadership of their comrades than to adult leadership. Many cadets of our best military schools would doubtless volunteer as drill masters. It would be a good thing for them as well as the boys instructed. Perhaps, to some extent, cadets from West Point might be utilized. It would certainly be an excellent training for many of these cadets who have little opportunity to instruct or exercise command until after they graduate.

There is no doubt as to the benefits that would accrue to young men taking such training. They would acquire a discipline and respect for authority which would be invaluable to them. They would be assisted in becoming good citizens as surely as military reservists.

A more detailed report of the camp illustrated with photographs of the students under instruction has been prepared by the director of the board of trustees of the Culver Military Academy, and will be mailed on request to those who are interested in organizing such camps.

APPENDIX XI

CERTIFICATE ISSUED BY THE WAR DEPARTMENT TO THE GRADUATES OF MILITARY SCHOOLS AND COLLEGES TO WHICH OFFICERS OF THE ARMY ARE DETAILED AS PROFESSORS OF MILITARY SCIENCE AND TACTICS

"Bulletin No. 38

"WAR DEPARTMENT,

"Washington, December 6, 1915.

"1. As a result of a conference between a committee of the War Department and a committee representing the Association of Military Schools and Colleges, it has been decided that the War Department will issue to the graduates of military schools and colleges, at which officers of the army are detailed as professors of military science and tactics, who have pursued the military course, a certificate as follows:

"This is to certify that_____a graduate from _____ (class_____) has successfully completed the prescribed course in its military department, and having demonstrated his military capacity by examination, is recommended by the_____ _____ and professor of military science and tactics at _____ as qualified mentally, morally, and physically for appointment as a_____

APPENDIX X

SUMMER CAMPS FOR HIGH-SCHOOL STUDENTS

THE following general data is relative to a free camp of military instruction for high-school students held at Culver Military Academy between the tenth and twenty-fourth of May, 1915.

The total enrollment of students was two hundred. Their ages ranged from fourteen to twenty. They were selected as is hereinafter described, from the various counties of Indiana. The boys while at the encampment were quartered in seven by nine tents with elevated board floors. Regulation conical or pyramidical tents would have been preferable.

Two large mess tents twenty-five by fifty accommodated the boys at mess. Provisions were furnished by the academy commissary department. A twenty by fifty foot tent was also used as a kitchen and was equipped with field ranges.

Organization.—The recruits were organized as a battalion of four companies. The company officers and sergeants of the student battalion were chosen from experienced privates of two or three years' service in the cadet corps. They were especially instructed as drill masters prior to the opening of the camp. Their work was entirely satisfactory as evidenced by the re-



High-School Cadets in Extended Order Drills- Culver



Extended Order Drill—College of St. Thomas, St. Paul



(Photo by Chicago News)

High-School Students Receiving Instruction in the Trenches —Culver

sults. The experience, also, was a most beneficial one for them and demonstrated the value of their training in qualifying them to command volunteer troops.

Interest in Work.—Despite much rainy and cold weather, the interest and zeal of the students was most marked and remained unabated throughout the encampment. Although given a hard daily schedule, they could be seen in the company streets in recreation hours, drilling one another or practising with signal flags, etc. At the end of the encampment, the majority showed a marked improvement in carriage. They acquired apparently something of the spirit as well as the outward form of military courtesy.

Proficiency Acquired.—They acquired in the two weeks a wider range of practical information than any high-school cadets I have known. The marching was steady, the movements of the drill enacted with precision and the manual of arms was exceptionally good. The extended order drills were executed promptly and without confusion, the rushes were spirited and well timed. Sights were accurately set and the fire control was good. Corporals appointed from the high-school students after the first week lead their squads with surprising confidence and efficiency.

Extent of Instruction.—The instruction was by no means limited to mere drill. All students learned the signal code. Thirty per cent. were able to send and receive messages with a fair degree of speed, using flags, heliograph and wireless. All were taught use of the first-aid packet, methods of carrying the wounded

[illegible] principles of military hygiene. The[y] [illegible] practised in the pitching of shelter tent[s] [illegible] wall tent.

Each company was taken through the ceremony o[f] guard mounting and each individual instructed in th[e] duties of sentries of interior guard and outposts, both by means of lecture and by actually being placed on [the] post.

Practical instruction was also given in the laying [out] construction and use of modern trenches.

Each student was taught to use the field kit for individual cooking, one company cooking its noonday [meal] in this manner. The camp kitchens and mess [halls] were under the immediate direction of a sergeant [of] the quartermaster corps detailed by the War Department. Students were detailed at each meal to assist in serving the food. Each boy washed his own mess kit [after] the conclusion of the meal.

Students cared for their own tents and policed the [camp] grounds. Those who were late at formations or [were] reported for untidiness were, as far as possible, [given] extra duty.

[One] practise march of nine miles was given and one [battle] problem. The latter was observed by Lieutenant [Colonel] Fifth United States Cavalry, who com[mented] most favorably on the interest, intelligence and [skill] displayed by the students in the exercise. [Hikes], walks and talks on scouting were taken with [various] numbers per day.

[Target] and sighting drills and gallery practise were

given each student, as well as instruction in the care and cleaning of the rifle.

Two battalion inspections were held. The battalion was reviewed by the State Board of Education, the Adjutant General of the State, Lieutenant J. H. Barnard, Fifth United States Cavalry, and Major-General Leonard Wood, United States Army. General Wood expressed himself as regarding the progress of the students remarkable considering the time under instruction.

At the conclusion of the camp, the students formed among themselves a junior league for national defense with the purpose of encouraging such training among high-school students. They elected as president H. A. Lockhart, of Avilla, Indiana, who was also the winner of the free scholarship in the Culver Summer School, offered by the board of trustees to the student showing the greatest zeal and diligence.

Method of Selecting Students and Value of Plan.—In considering the results obtained in the experimental camps at Culver as a criterion of the value of a general application of the plan, certain questions may arise, among others, whether or not the boys at the Culver camp were especially selected. One-half of them were. One hundred boys were taken from the state at large, one place being allotted to each county. These boys were selected on a basis in which the element of leadership played an important part. Points were given for membership on school athletic teams, debating teams, etc., and additional points to the captains or leaders.

Studies, conduct and so forth were also taken into account. These boys were above the average in initiative, keenness, etc.

On the other hand, one hundred places were allotted to Marshall County, in which the academy is situated. In this case, the departure from the average was not so great. Even this hundred, however, was, undoubtedly, above the average in initiative, for they were tackling something new, something that they knew little about. Other boys with less initiative, with less of the spirit of the pioneer would hang back until the "other fellow" had tried it out, until they knew what it was like. On the whole, therefore, in the general application of the plan, the average material would not lend itself so well to the training contemplated as that collected at the Culver student camp.

Again, at Culver these boys had before them the object lesson of a well-drilled, well-disciplined corps of cadets. Furthermore in the first two days of the encampment one of these cadets was assigned to each recruit as an instructor. The progress under such conditions was naturally more rapid than could be expected outside of a military school or garrison.

Nevertheless, making due allowance for the application of the plan in specially organized camps, if competent drill masters can be supplied, I am confident that the response from the students will be such that results may be obtained of much greater value than from any means of instruction now in operation for affording military training to our citizen population.

Gain from Intensive Instruction.—I am also convinced that the high-school students in the camp at Culver gained much more in the two weeks both in military training and discipline than the same body of boys would have gained from two hours per week throughout the school year because the cumulative effect was greater.

Where drills are given only a certain number of times per week, it is my opinion that the students do not really enter into the military spirit. More compelling interests between drills largely efface the disciplinary influence of the training and the advantage is chiefly mechanical, i. e., teaching men to move in mass in response to command. Also in the bi-weekly drills during the school year it would be impracticable to give the wider range to practical instruction afforded in camp. In the former case, the repetition of the close order drills would tend to become monotonous and the esprit in most cases would be small.

From my observation and from the present experiment, I would be inclined to urge for the high schools systematic physical training, rifle practise, map reading, etc., throughout the school year, with a minimum of military drill, most of the actual military training to be given in summer camps. The county fair grounds could be utilized wherever they afford sanitary conditions for camping. Tentage could be furnished by the state or national government, and sufficient officers for supervision and control. Boys, I believe, psychologically make the best drill masters for boys. Boys

respond more whole-heartedly to the leadership of their comrades than to adult leadership. Many cadets of our best military schools would doubtless volunteer as drill masters. It would be a good thing for them as well as the boys instructed. Perhaps, to some extent, cadets from West Point might be utilized. It would certainly be an excellent training for many of these cadets who have little opportunity to instruct or exercise command until after they graduate.

There is no doubt as to the benefits that would accrue to young men taking such training. They would acquire a discipline and respect for authority which would be invaluable to them. They would be assisted in becoming good citizens as surely as military reservists.

A more detailed report of the camp illustrated with photographs of the students under instruction has been prepared by the director of the board of trustees of the Culver Military Academy, and will be mailed on request to those who are interested in organizing such camps.

APPENDIX XI

CERTIFICATE ISSUED BY THE WAR DEPARTMENT TO THE GRADUATES OF MILITARY SCHOOLS AND COLLEGES TO WHICH OFFICERS OF THE ARMY ARE DETAILED AS PROFESSORS OF MILITARY SCIENCE AND TACTICS

"Bulletin No. 38

"WAR DEPARTMENT,

"Washington, December 6, 1915.

"1. As a result of a conference between a committee of the War Department and a committee representing the Association of Military Schools and Colleges, it has been decided that the War Department will issue to the graduates of military schools and colleges, at which officers of the army are detailed as professors of military science and tactics, who have pursued the military course, a certificate as follows:

"This is to certify that_____a graduate from _____ (class_____) has successfully completed the prescribed course in its military department, and having demonstrated his military capacity by examination, is recommended by the_____ _____ and professor of military science and tactics at _____ as qualified mentally, morally, and physically for appointment as a_____

APPENDIX X

SUMMER CAMPS FOR HIGH-SCHOOL STUDENTS

THE following general data is relative to a free camp of military instruction for high-school students held at Culver Military Academy between the tenth and twenty-fourth of May, 1915.

The total enrollment of students was two hundred. Their ages ranged from fourteen to twenty. They were selected as is hereinafter described, from the various counties of Indiana. The boys while at the encampment were quartered in seven by nine tents with elevated board floors. Regulation conical or pyramidical tents would have been preferable.

Two large mess tents twenty-five by fifty accommodated the boys at mess. Provisions were furnished by the academy commissary department. A twenty by fifty foot tent was also used as a kitchen and was equipped with field ranges.

Organization.—The recruits were organized as a battalion of four companies. The company officers and sergeants of the student battalion were chosen from experienced privates of two or three years' service in the cadet corps. They were especially instructed as drill masters prior to the opening of the camp. Their work was entirely satisfactory as evidenced by the re-



High-School Cadets in Extended Order Drills- Culver



Extended Order Drill—College of St. Thomas, St. Paul



(Photo by Chicago News)

High-School Students Receiving Instruction in the Trenches —Culver

sults. The experience, also, was a most beneficial one for them and demonstrated the value of their training in qualifying them to command volunteer troops.

Interest in Work.—Despite much rainy and cold weather, the interest and zeal of the students was most marked and remained unabated throughout the encampment. Although given a hard daily schedule, they could be seen in the company streets in recreation hours, drilling one another or practising with signal flags, etc. At the end of the encampment, the majority showed a marked improvement in carriage. They acquired apparently something of the spirit as well as the outward form of military courtesy.

Proficiency Acquired.—They acquired in the two weeks a wider range of practical information than any high-school cadets I have known. The marching was steady, the movements of the drill enacted with precision and the manual of arms was exceptionally good. The extended order drills were executed promptly and without confusion, the rushes were spirited and well timed. Sights were accurately set and the fire control was good. Corporals appointed from the high-school students after the first week lead their squads with surprising confidence and efficiency.

Extent of Instruction.—The instruction was by no means limited to mere drill. All students learned the signal code. Thirty per cent. were able to send and receive messages with a fair degree of speed, using flags, heliograph and wireless. All were taught use of the first-aid packet, methods of carrying the wounded

and fundamental principles of military hygiene. They were, also, practised in the pitching of shelter tents and the conical wall tent.

Each company was taken through the ceremony of guard mounting and each individual instructed in the duties of sentries of interior guard and outposts, both by means of lecture and by actually being placed on post.

Practical instruction was also given in the laying out, construction and use of modern trenches.

Each student was taught to use the field kit for individual cooking, one company cooking its noonday meal in this manner. The camp kitchens and mess tents were under the immediate direction of a sergeant of the quartermaster corps detailed by the War Department. Students were detailed at each meal to assist in serving the food. Each boy washed his own mess kit at the conclusion of the meal.

Students cared for their own tents and policed the camp streets. Those who were late at formations or were reported for untidiness were, as far as possible, utilized for this duty.

One practise march of nine miles was given and one field problem. The latter was observed by Lieutenant J. H. Barnard, Fifth United States Cavalry, who commented most favorably on the interest, intelligence and judgment displayed by the students in the exercise. Tactical walks and talks on scouting were taken with two companies per day.

Aiming and sighting drills and gallery practise were

given each student, as well as instruction in the care and cleaning of the rifle.

Two battalion inspections were held. The battalion was reviewed by the State Board of Education, the Adjutant General of the State, Lieutenant J. H. Barnard, Fifth United States Cavalry, and Major-General Leonard Wood, United States Army. General Wood expressed himself as regarding the progress of the students remarkable considering the time under instruction.

At the conclusion of the camp, the students formed among themselves a junior league for national defense with the purpose of encouraging such training among high-school students. They elected as president H. A. Lockhart, of Avilla, Indiana, who was also the winner of the free scholarship in the Culver Summer School, offered by the board of trustees to the student showing the greatest zeal and diligence.

Method of Selecting Students and Value of Plan.—In considering the results obtained in the experimental camps at Culver as a criterion of the value of a general application of the plan, certain questions may arise, among others, whether or not the boys at the Culver camp were especially selected. One-half of them were. One hundred boys were taken from the state at large, one place being allotted to each county. These boys were selected on a basis in which the element of leadership played an important part. Points were given for membership on school athletic teams, debating teams, etc., and additional points to the captains or leaders.

Studies, conduct and so forth were also taken into account. These boys were above the average in initiative, keenness, etc.

On the other hand, one hundred places were allotted to Marshall County, in which the academy is situated. In this case, the departure from the average was not so great. Even this hundred, however, was, undoubtedly, above the average in initiative, for they were tackling something new, something that they knew little about. Other boys with less initiative, with less of the spirit of the pioneer would hang back until the "other fellow" had tried it out, until they knew what it was like. On the whole, therefore, in the general application of the plan, the average material would not lend itself so well to the training contemplated as that collected at the Culver student camp.

Again, at Culver these boys had before them the object lesson of a well-drilled, well-disciplined corps of cadets. Furthermore in the first two days of the encampment one of these cadets was assigned to each recruit as an instructor. The progress under such conditions was naturally more rapid than could be expected outside of a military school or garrison.

Nevertheless, making due allowance for the application of the plan in specially organized camps, if competent drill masters can be supplied, I am confident that the response from the students will be such that results may be obtained of much greater value than from any means of instruction now in operation for affording military training to our citizen population.

Gain from Intensive Instruction.—I am also convinced that the high-school students in the camp at Culver gained much more in the two weeks both in military training and discipline than the same body of boys would have gained from two hours per week throughout the school year because the cumulative effect was greater.

Where drills are given only a certain number of times per week, it is my opinion that the students do not really enter into the military spirit. More compelling interests between drills largely efface the disciplinary influence of the training and the advantage is chiefly mechanical, i. e., teaching men to move in mass in response to command. Also in the bi-weekly drills during the school year it would be impracticable to give the wider range to practical instruction afforded in camp. In the former case, the repetition of the close order drills would tend to become monotonous and the esprit in most cases would be small.

From my observation and from the present experiment, I would be inclined to urge for the high schools systematic physical training, rifle practise, map reading, etc., throughout the school year, with a minimum of military drill, most of the actual military training to be given in summer camps. The county fair grounds could be utilized wherever they afford sanitary conditions for camping. Tentage could be furnished by the state or national government, and sufficient officers for supervision and control. Boys, I believe, psychologically make the best drill masters for boys. Boys

respond more whole-heartedly to the leadership of their comrades than to adult leadership. Many cadets of our best military schools would doubtless volunteer as drill masters. It would be a good thing for them as well as the boys instructed. Perhaps, to some extent, cadets from West Point might be utilized. It would certainly be an excellent training for many of these cadets who have little opportunity to instruct or exercise command until after they graduate.

There is no doubt as to the benefits that would accrue to young men taking such training. They would acquire a discipline and respect for authority which would be invaluable to them. They would be assisted in becoming good citizens as surely as military reservists.

A more detailed report of the camp illustrated with photographs of the students under instruction has been prepared by the director of the board of trustees of the Culver Military Academy, and will be mailed on request to those who are interested in organizing such camps.

APPENDIX XI

CERTIFICATE ISSUED BY THE WAR DEPARTMENT TO THE GRADUATES OF MILITARY SCHOOLS AND COLLEGES TO WHICH OFFICERS OF THE ARMY ARE DETAILED AS PROFESSORS OF MILITARY SCIENCE AND TACTICS

"Bulletin No. 38

"WAR DEPARTMENT,

"Washington, December 6, 1915.

"1. As a result of a conference between a committee of the War Department and a committee representing the Association of Military Schools and Colleges, it has been decided that the War Department will issue to the graduates of military schools and colleges, at which officers of the army are detailed as professors of military science and tactics, who have pursued the military course, a certificate as follows:

"This is to certify that_____a graduate from _____ (class_____) has successfully completed the prescribed course in its military department, and having demonstrated his military capacity by examination, is recommended by the_____ _____ and professor of military science and tactics at _____ as qualified mentally, morally, and physically for appointment as a_____

of Volunteers or Reserves, and that this recommendation has been made of record in the War Department.

"In order that a record of this certificate may remain on the files of the War Department, the recipient is required to keep the adjutant general of the army advised of any change in permanent address.

Secretary of War.

"2. The examination referred to in the certificate will be both written and practical and will be conducted by the professor of military science and tactics, under instructions from the War Department.

"By order of the Secretary of War:

"H. L. SCOTT,

"Major General, Chief of Staff.

"Official:

"H. P. McCAIN,

"The Adjutant General."

APPENDIX XII

SECURING MILITARY INSTRUCTORS AND ARMS AND EQUIPMENT FROM THE GOVERNMENT—PURCHASING UNIFORMS ECONOMICALLY

THIS information is gathered from various official sources and an attempt has been made to free it from technical expressions that sometimes prove confusing to the layman in the school or college, who is seeking information on this subject.

It is possible to secure an army officer as military instructor under several different conditions.

SECURING AN ARMY OFFICER AS MILITARY INSTRUCTOR

Active Officers or Retired Officers With Full Pay from the Government.—Under the present law, the total number of active officers and retired officers with full pay and allowances who may be detailed for duty at schools and colleges is limited to one hundred.* These officers are allotted to the various states according to population. This means that there will be at most, only two or three institutions in each state that can secure the services of an officer wholly at government expense.

*The Military bill now before Congress contemplates increasing this number to three hundred.

Retired Officers with Difference Between Active and Retired Pay Paid by School.—However, it is possible for other institutions to secure the detail by the government of a retired officer, provided satisfactory arrangements are made with the officer in the matter of a salary to be paid by the institution. Ordinarily, it would be necessary for the institution to pay such an officer the difference between his retired and active pay and to furnish him suitable quarters, heat and light, or commutation of the same.

The active pay of a captain would be two thousand three hundred dollars plus ten per cent. for each five years of active service. His retired pay is three-fourths of that total amount, so that the institution would have to pay one-fourth of his total active pay. Commutation of quarters for a captain would amount to forty-eight dollars per month. Fuel and lights depend on the season of the year and the geographical location. It probably would average about ten dollars per month for the year.

Condition Under Which the Detail of an Officer May be Secured.—In order to secure the detail of an active officer, or retired officer with full pay, it is necessary that the college shall comply with the following conditions:

It must have capacity to educate at one and the same time, not less than one hundred and fifty male students.

To secure the detail of an active officer, the institution must agree to maintain not less than one hundred

and fifty male pupils over fifteen years of age under military instruction.

To secure the detail of a retired officer receiving full active pay from the government, the college must agree to maintain under military instruction not less than seventy-five pupils over fifteen years of age.

The college in both of the foregoing cases must also agree to give a minimum of three hours' military instruction per week.

Detail of Retired Non-Commissioned Officers.—It is also possible to secure the detail of a retired non-commissioned officer to assist the officer on duty provided the institution will pay his commutation of quarters and the extra duty pay to which he is entitled for the performance of special duty. This will, of course, be a small amount.

Choice of Institution in Matter of Officer to be Detailed.—The institution has some choice in the matter of the officer to be detailed. If, however, the institution desires an active officer, it may happen that he is not available for college use. In that event, the selection will be made by the War Department. An active officer is not available unless he has had at least five years' commissioned service in the army. Active officers are compelled to serve two years out of six with troops. It is therefore difficult, with the present shortage of officers, to get an active officer who has three years in the clear that he can serve on college duty.

When it comes to retired officers, however, the college may be able to select almost any officer it wishes

provided the detail is agreeable to him, and provided he is not above the rank of major. Retired officers above the rank of major are not permitted to accept college details unless they are to become the president or executive head of the institution.

List of Available Retired Officers From Adjutant General.—Application to the adjutant general will undoubtedly give you a list of retired officers who will be available for this duty. Many of these officers have been retired for slight disability which would not interfere with the performance of duties at the college. It is scarcely necessary to say that a great deal depends on getting exactly the right officer. Many officers who are perfectly competent to handle troops, would not be successful in college work.

Extra Pay.—In some cases even active officers and retired officers receiving full pay from the government, also get some extra remuneration from the institution. This amount varies and is a matter of personal arrangement between the officer and the institution.

How Applications Are Made.—Application for the detail of an officer of the army should be made by the president of the institution to the adjutant general of the army.

Securing Arms and Equipment from the Government.—The government will furnish arms and equipment to institutions at which officers of the army are detailed, provided a bond is given by the institution of double the value of the property, to insure its safe-

keeping and return when called for, and provided the property is insured at the expense of the institution against loss from fire. The institution pays the cost of transportation from the arsenal.

The number of rifles issued will be in no case in excess of the number of male students receiving military instruction except in the case of a few special rifles issued for target practise. The government will issue the United States magazine rifle, caliber .30, model 1898, popularly known as the Krag-Jorgensen model. This rifle is suitable for the purpose of instruction, though varying in some respects from the United States rifle, caliber .30, model 1903, which is in the hands of regular troops, and issued to those schools and colleges which have been designated three times or more as "honor" schools or "distinguished" institutions.

The government will issue also for target practise, one United States rifle, caliber .30, model 1903, for each fifteen students under military instruction. They will also issue for gallery practise, one United States rifle, caliber .22, for each fifteen students.

Equipment.—They will also issue the following equipment: bayonet scabbard, gun sling, McKeever cartridge box with leather waist belt, or in place of the cartridge box and waist belt, a woven cartridge belt such as is worn by all troops in field service. The latter is probably preferable.

They will also issue either the cavalry saber and scabbard of old design, or the non-commissioned offi-

cers' sword and scabbard for use of officers and non-commissioned officers of the corps of cadets.

They will also issue two field pieces if instruction in artillery drill is to be given.

Ammunition.—A very complete allowance of ammunition and target supplies for target and gallery practise is also issued annually to institutions at which officers of the army are on duty. The maximum allowance for each student at institutions at which target practise is held, is thirty-seven rounds of rifle ball cartridges for each range, but not to exceed one hundred eleven rounds for a student.

Sixty rounds of twenty-two caliber ball cartridges are allowed for each student where gallery practise is held in addition to range practise; one hundred twenty rounds of twenty-two caliber ball cartridges where only gallery practise is held. The government also issues twenty-five rounds of rifle blank cartridges per student. Targets and target supplies are issued in lieu of a corresponding reduction in ammunition allowance.

Buildings.—It will, of course, be necessary for the institution to provide the proper facilities for the storage of arms and equipment. Some institutions during the school session leave the rifles in the hands of the students to be kept in gun racks in their quarters. I think, however, this is the case chiefly in strictly military schools. In colleges, where the instruction is incidental, it will probably be more desirable to have these in some sort of room or armory with gun racks along the side of the wall, properly numbered so that



(Photo by Chicago News)

High-School Students at Culver Putting a Modern Field Piece in Action



Machine Gun Practise—St. John's, Manlius



Machine Gun Drill—Wentworth Military Academy,
Lexington, Missouri

each student knows where his rifle is kept and can return it to the proper place when through with it.

If field pieces are drawn the college will, of course, have to have a cannon shed for them, as it is not permissible to keep them in the weather.

Of course during the winter months it is desirable, if possible, to have some place indoors where the cadets may drill. However, considerable instruction can be given in a comparatively small space. The drilling of a battalion or even a company in close order would, of course, require a fair-sized armory, but instruction in the manual of arms, and squad movements, aiming and sighting drills, signaling, sketching, forts, etc., can be given in a small space.

The winter months can also be utilized largely for the theoretical part of the course. The college lecture rooms will be suitable and available for this purpose.

An indoor gallery should also be provided at least seventy-five feet in length and about three feet in width for each target.

Uniform.—For college purposes, all that should be necessary would be the olive drab uniform, such as is worn by regular troops, consisting of cap, coat, breeches, leggins and a suitable pair of marching shoes. The overcoat and dress uniform could probably be dispensed with. It is now possible, under the act of July 17, 1914, for educational institutions to which officers of the army are detailed, to purchase articles of clothing and quartermaster equipage from the government.

Requests for such purchase should be made to the nearest depot quartermaster.

The cost of the uniform would be, approximately, as follows:

Hat	$1.20
Coat	4.00
Breeches	1.53
Leggins	.60
Shoes	2.90

There is nothing else that it would be necessary for the student to purchase.

APPENDIX XIII

TABLE SHOWING INCOME OF LAND GRANT COLLEGES FROM UNITED STATES, TIME ALLOTTED TO MILITARY INSTRUCTION PER YEAR AND MONEY ALLOTTED TO MILITARY DEPARTMENTS

THIS table is made up from figures contained in the annual reports of these institutions to the War Department. It shows the need of standardizing the military work in the land grant colleges by some such means as that proposed in the War College's plans for an officers' reserve corps.

These institutions are all under equal obligation to give military training, yet as will be noted, their allotments of time and money to military instruction are far from being uniform.

LAND GRANT INSTITUTIONS

STATE	INSTITUTION	Income from U. S.	Total Time Allotted Hrs.	Money Allotted to Military Dept. Land Grant	Other Funds
Alabama	Alabama Polytechnic Institute	$77,730	96	$200	
Arizona	University of Arizona	80,000	143	None	
Arkansas	University of Arkansas	83,480	96	None	
California	University of California	129,660	119	5,670	
Colorado	State Agricultural College	80,000	124	None	
Connecticut	Connecticut Agricultural College	71,750	80	None	
Delaware	Delaware College	74,980	104	None	
Florida	University of Florida	62,700	141	None Specified	
Georgia	North Georgia Agricultural College	2,000	172	250	
	University of Georgia	48,287	145	750	
Idaho	University of Idaho	150,377	199	1,320	
Illinois	University of Illinois	112,463	84	2,000	
Indiana	Purdue University	97,000	77	No Specified Amount	

STATE	INSTITUTION	Income from U. S.	Total Time Allotted Hrs.	Money Allotte to Military Dep Land Grant	Other
Iowa	State College of Agriculture	115,000	129	1,960	
Kansas	Kansas State Agricultural College	103,128	107	1,700	
Kentucky	State University	51,394	89	1,070	
Louisiana	Louisiana State University and A. & M. College	73,453	86	No Specified Amount	
Maine	University of Maine	80,000	79	None	
Maryland	Maryland Agricultural College	85,797	160	No Specified Amount	
Massachusetts	Massachusetts Agricultural College	63,966	180	1,500	
	Massachusetts Institute of Technology	21,973	85	1,512	
Michigan	Michigan Agricultural College	150,289	105	2,654	
Minnesota	University of Minnesota	137,529	101	5,740	
Mississippi	Mississippi A. & M. College	70,205	123	No Specified Amount	
Missouri	University of Missouri	106,689	103	None	
Nebraska	University of Nebraska	123,000	109	2,400	
Nevada	University of Nevada	86,435	246	No Stated Amount	
New Hampshire	New Hampshire College of A. & M. Arts	84,800	106	200	
New Jersey	Rutgers Scientific School	85,800	117	No Specified Amount	
New Mexico	New Mexico A. & M. College	80,000	128	None	
New York	Cornell University	111,428	90	9,055	
North Carolina	North Carolina College of A. & M. Arts	71,000	107	2,000	
North Dakota	North Dakota Agricultural College	150,000	135	1,400	
Ohio	Ohio State University	81,450	89	No Fixed Amount	
Oklahoma	Oklahoma Agricultural College	106,232	84	None	Allotme from Ea State Appro- priatio
Oregon	Oregon Agricultural College	92,556	251	None	
Pennsylvania	Pennsylvania State College	111,020	86	3,000	
Rhode Island	Rhode Island State College	82,500	101	None	$
South Carolina	Clemson Agricultural College	60,754	148	None	2,1
South Dakota	South Dakota State College of A. & M. Arts	109,636	103	575	
Tennessee	University of Tennessee	92,210	175	500	
Texas	Agricultural and Mechanical College of Texas	73,770	447	None	4,7
Utah	Agricultural College of Utah	89,000	99	807	
Vermont	University of Vermont	88,130	87	900	
Virginia	Virginia Polytechnic Institute	80,658	142	None	1
Washington	State College of Washington	80,000	95	None	1,1
West Virginia	West Virginia University	70,000	188	None	
Wisconsin	University of Wisconsin	80,000	84	4,307	
Wyoming	University of Wyoming	91,730	95	None	1



St. John's Military Academy, Delafield, Wisconsin

provided the detail is agreeable to him, and provided he is not above the rank of major. Retired officers above the rank of major are not permitted to accept college details unless they are to become the president or executive head of the institution.

List of Available Retired Officers From Adjutant General.—Application to the adjutant general will undoubtedly give you a list of retired officers who will be available for this duty. Many of these officers have been retired for slight disability which would not interfere with the performance of duties at the college. It is scarcely necessary to say that a great deal depends on getting exactly the right officer. Many officers who are perfectly competent to handle troops, would not be successful in college work.

Extra Pay.—In some cases even active officers and retired officers receiving full pay from the government, also get some extra remuneration from the institution. This amount varies and is a matter of personal arrangement between the officer and the institution.

How Applications Are Made.—Application for the detail of an officer of the army should be made by the president of the institution to the adjutant general of the army.

Securing Arms and Equipment from the Government.—The government will furnish arms and equipment to institutions at which officers of the army are detailed, provided a bond is given by the institution of double the value of the property, to insure its safe-

keeping and return when called for, and provided the property is insured at the expense of the institution against loss from fire. The institution pays the cost of transportation from the arsenal.

The number of rifles issued will be in no case in excess of the number of male students receiving military instruction except in the case of a few special rifles issued for target practise. The government will issue the United States magazine rifle, caliber .30, model 1898, popularly known as the Krag-Jorgensen model. This rifle is suitable for the purpose of instruction, though varying in some respects from the United States rifle, caliber .30, model 1903, which is in the hands of regular troops, and issued to those schools and colleges which have been designated three times or more as "honor" schools or "distinguished" institutions.

The government will issue also for target practise, one United States rifle, caliber .30, model 1903, for each fifteen students under military instruction. They will also issue for gallery practise, one United States rifle, caliber .22, for each fifteen students.

Equipment.—They will also issue the following equipment: bayonet scabbard, gun sling, McKeever cartridge box with leather waist belt, or in place of the cartridge box and waist belt, a woven cartridge belt such as is worn by all troops in field service. The latter is probably preferable.

They will also issue either the cavalry saber and scabbard of old design, or the non-commissioned offi-

provided the detail is agreeable to him, and provided he is not above the rank of major. Retired officers above the rank of major are not permitted to accept college details unless they are to become the president or executive head of the institution.

List of Available Retired Officers From Adjutant General.—Application to the adjutant general will undoubtedly give you a list of retired officers who will be available for this duty. Many of these officers have been retired for slight disability which would not interfere with the performance of duties at the college. It is scarcely necessary to say that a great deal depends on getting exactly the right officer. Many officers who are perfectly competent to handle troops, would not be successful in college work.

Extra Pay.—In some cases even active officers and retired officers receiving full pay from the government, also get some extra remuneration from the institution. This amount varies and is a matter of personal arrangement between the officer and the institution.

How Applications Are Made.—Application for the detail of an officer of the army should be made by the president of the institution to the adjutant general of the army.

Securing Arms and Equipment from the Government.—The government will furnish arms and equipment to institutions at which officers of the army are detailed, provided a bond is given by the institution of double the value of the property, to insure its safe-

keeping and return when called for, and provided the property is insured at the expense of the institution against loss from fire. The institution pays the cost of transportation from the arsenal.

The number of rifles issued will be in no case in excess of the number of male students receiving military instruction except in the case of a few special rifles issued for target practise. The government will issue the United States magazine rifle, caliber .30, model 1898, popularly known as the Krag-Jorgensen model. This rifle is suitable for the purpose of instruction, though varying in some respects from the United States rifle, caliber .30, model 1903, which is in the hands of regular troops, and issued to those schools and colleges which have been designated three times or more as "honor" schools or "distinguished" institutions.

The government will issue also for target practise, one United States rifle, caliber .30, model 1903, for each fifteen students under military instruction. They will also issue for gallery practise, one United States rifle, caliber .22, for each fifteen students.

Equipment.—They will also issue the following equipment: bayonet scabbard, gun sling, McKeever cartridge box with leather waist belt, or in place of the cartridge box and waist belt, a woven cartridge belt such as is worn by all troops in field service. The latter is probably preferable.

They will also issue either the cavalry saber and scabbard of old design, or the non-commissioned offi-

cers' sword and scabbard for use of officers and non-commissioned officers of the corps of cadets.

They will also issue two field pieces if instruction in artillery drill is to be given.

Ammunition.—A very complete allowance of ammunition and target supplies for target and gallery practise is also issued annually to institutions at which officers of the army are on duty. The maximum allowance for each student at institutions at which target practise is held, is thirty-seven rounds of rifle ball cartridges for each range, but not to exceed one hundred eleven rounds for a student.

Sixty rounds of twenty-two caliber ball cartridges are allowed for each student where gallery practise is held in addition to range practise; one hundred twenty rounds of twenty-two caliber ball cartridges where only gallery practise is held. The government also issues twenty-five rounds of rifle blank cartridges per student. Targets and target supplies are issued in lieu of a corresponding reduction in ammunition allowance.

Buildings.—It will, of course, be necessary for the institution to provide the proper facilities for the storage of arms and equipment. Some institutions during the school session leave the rifles in the hands of the students to be kept in gun racks in their quarters. I think, however, this is the case chiefly in strictly military schools. In colleges, where the instruction is incidental, it will probably be more desirable to have these in some sort of room or armory with gun racks along the side of the wall, properly numbered so that



(Photo by Chicago News)

High-School Students at Culver Putting a Modern Field Piece in Action



Machine Gun Practise—St. John's, Manlius



Machine Gun Drill—Wentworth Military Academy,
Lexington, Missouri

each student knows where his rifle is kept and can return it to the proper place when through with it.

If field pieces are drawn the college will, of course, have to have a cannon shed for them, as it is not permissible to keep them in the weather.

Of course during the winter months it is desirable, if possible, to have some place indoors where the cadets may drill. However, considerable instruction can be given in a comparatively small space. The drilling of a battalion or even a company in close order would, of course, require a fair-sized armory, but instruction in the manual of arms, and squad movements, aiming and sighting drills, signaling, sketching, forts, etc., can be given in a small space.

The winter months can also be utilized largely for the theoretical part of the course. The college lecture rooms will be suitable and available for this purpose.

An indoor gallery should also be provided at least seventy-five feet in length and about three feet in width for each target.

Uniform.—For college purposes, all that should be necessary would be the olive drab uniform, such as is worn by regular troops, consisting of cap, coat, breeches, leggins and a suitable pair of marching shoes. The overcoat and dress uniform could probably be dispensed with. It is now possible, under the act of July 17, 1914, for educational institutions to which officers of the army are detailed, to purchase articles of clothing and quartermaster equipage from the government.

Requests for such purchase should be made to the nearest depot quartermaster.

The cost of the uniform would be, approximately, as follows:

Hat	$1.20
Coat	4.00
Breeches	1.53
Leggins	.60
Shoes	2.90

There is nothing else that it would be necessary for the student to purchase.

APPENDIX XIII

TABLE SHOWING INCOME OF LAND GRANT COLLEGES FROM UNITED STATES, TIME ALLOTTED TO MILITARY INSTRUCTION PER YEAR AND MONEY ALLOTTED TO MILITARY DEPARTMENTS

THIS table is made up from figures contained in the annual reports of these institutions to the War Department. It shows the need of standardizing the military work in the land grant colleges by some such means as that proposed in the War College's plans for an officers' reserve corps.

These institutions are all under equal obligation to give military training, yet as will be noted, their allotments of time and money to military instruction are far from being uniform.

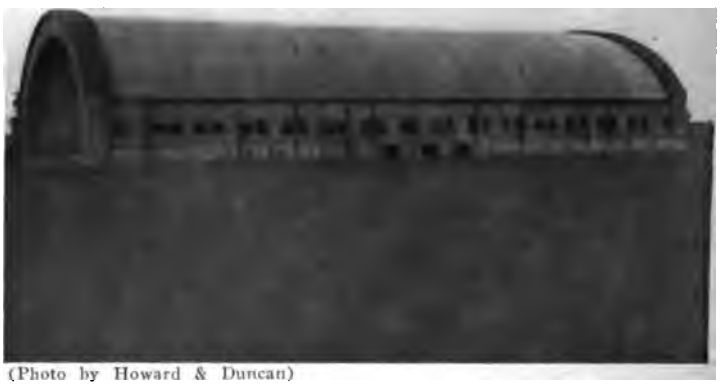
LAND GRANT INSTITUTIONS

STATE	INSTITUTION	Income from U. S.	Total Time Allotted Hrs.	Money Allotted to Military Dept. Land Grant	Other Funds
Alabama	Alabama Polytechnic Institute	$77,780	96	$200	
Arizona	University of Arizona	80,000	143	None	
Arkansas	University of Arkansas	83,480	96	None	
California	University of California	129,669	119	5,670	
Colorado	State Agricultural College	80,000	124	None	
Connecticut	Connecticut Agricultural College	71,750	80	None	
Delaware	Delaware College	74,980	104	None	
Florida	University of Florida	62,700	141	None Specified	
Georgia	North Georgia Agricultural College	2,000	172	250	
	University of Georgia	48,287	145	750	
Idaho	University of Idaho	150,377	199	1,320	
Illinois	University of Illinois	112,463	84	2,000	
Indiana	Purdue University	97,000	77	No Specified Amount	

STATE	INSTITUTION	Income from U. S.	Total Time Allotted Hrs.	Money Allotted to Military Dept. Land Grant	Other F
Iowa	State College of Agriculture ..	115,000	129	1,000	
Kansas	Kansas State Agricultural College	103,128	107	1,700	
Kentucky	State University	51,394	89	1,070	
Louisiana	Louisiana State University and A. & M. College..	73,453	88	No Specified Amount	
Maine	University of Maine	80,000	79	None	
Maryland	Maryland Agricultural College	85,797	160	No Specified Amount	
Massachusetts	Massachusetts Agricultural College	63,966	150	1,500	
	Massachusetts Institute of Technology	21,973	65	1,342	
Michigan	Michigan Agricultural College	150,289	105	2,654	
Minnesota	University of Minnesota	137,529	101	5,740	
Mississippi	Mississippi A. & M. College	70,205	133	No Specified Amount	
Missouri	University of Missouri	106,689	103	None	
Nebraska	University of Nebraska	123,000	109	2,400	
Nevada	University of Nevada	86,435	246	No Stated Amount	
New Hampshire	New Hampshire College of A. & M. Arts	84,800	106	200	
New Jersey	Rutgers Scientific School	85,800	117	No Specified Amount	
New Mexico	New Mexico A. & M. College	80,000	128	None	
New York	Cornell University	111,423	93	9,055	
North Carolina	North Carolina College of A. & M. Arts	71,000	107	2,060	
North Dakota	North Dakota Agricultural College	150,000	135	1,400	
Ohio	Ohio State University	81,450	89	No Fixed Amount	
Oklahoma	Oklahoma Agricultural College	106,233	84	None	Allotmen from Reg State Appro- priation
Oregon	Oregon Agricultural College..	92,856	251	None	
Pennsylvania	Pennsylvania State College ..	111,020	88	3,060	
Rhode Island	Rhode Island State College ..	82,500	101	None	$21
South Carolina	Clemson Agricultural College	60,754	149	None	2,1
South Dakota	South Dakota State College of A. & M. Arts	109,636	103	575	
Tennessee	University of Tennessee	92,210	175	500	
Texas	Agricultural and Mechanical College of Texas	73,770	447	None	4,77
Utah	Agricultural College of Utah	89,000	99	807	
Vermont	University of Vermont	88,130	87	900	
Virginia	Virginia Polytechnic Institute	80,658	142	None	8
Washington	State College of Washington	80,000	95	None	1,8
West Virginia	West Virginia University	70,000	133	None	
Wisconsin	University of Wisconsin	80,000	84	4,307	
Wyoming	University of Wyoming	91,750	95	None	1



St. John's Military Academy, Delafield, Wisconsin



(Photo by Howard & Duncan)

The $5000 Armory of the University of Illinois
One of the Land Grant Institutions that has been doing real effective military work



The Yale Battery

APPENDIX XIV

CONDENSED TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO LAND GRANT COLLEGES

THE following extracts are taken from a condensed tabulation of the answers received to a questionnaire sent to all land grant institutions by the president of the Association of Land Grant Colleges.

The questionnaire advanced six proposals for the consideration of the members of the association in relation to their work in assisting in military training, and is largely self-explanatory.

CONDENSED TABULATION OF ANSWERS ON MILITARY QUESTIONNAIRE

I

To pass act defining a reasonable minimum of military instruction which every land grant college would have to maintain. Said minimum to include

(a) Not less than two years of military drill for all students except those exempted for cause.

Vote—

Definitely approved	16
Conditionally approved	2
Disapproved, or approved with fatal qualifications	6
Not voting	2
	26

(b) Not less than three separate periods per week under military control with not less than one hour per period.

Vote—

Definitely approved	13
Conditionally approved	6
Disapproved, or approved with fatal conditions	6
Not voting	1
	26

(c) The discipline during military drill periods to be strict, with insubordination punishable by suspension from college.

Vote—

Definitely approved	15
Conditionally approved	2
Disapproved, or approved with fatal limitations	6
Not voting	2
	25

(d) The instruction to comprise drill in manual of arms, squad, company, battalion and regimental drills, military ceremonies, target practise, skirmish drill, outpost duty and not less than one week of camp per year and class-room instruction in tactics and in the care of men and sanitation of camps.

Vote—

Definitely approved	10
Conditionally approved	4
Disapproved, or approved with fatal limitations	12
	26

The dissent here centered around the requirement of one week camp. Many could not see how to carry this out. A number are now carrying it out with what they say are very satisfactory results.

II

Pass an act requiring the frequent examination by the War Department, of the efficiency of this work, with power not only to withdraw their officers from the school failing to maintain proper standards, but also to enjoin further payments under the act of 1890 and the Nelson amendment, until the case of the college in question had been brought for adjudication before some authority designated by the president.

Vote—

Definitely approved	11
Conditionally approved	2
Disapproved, or approved with fatal limitations	11
Not voting	2
	26

III

Amend the act of 1893 which limits the number of army officers who may be detailed to educational institutions to one hundred so as to make it possible to detail one active or retired officer under full pay and allowances for each four hundred students under military discipline.

Vote—

Definitely approved	15
Conditionally approved	6
Disapproved, or approved with fatal limitations	3
Not voting	2
	26

IV

Pass an act requiring all land grant schools to which two or more officers are detailed, to provide a four-year course in military engineering, said course to include, besides the fundamentals of a good engineering education, four years of military drill, and instruction in such courses in advanced military subjects as the Secretary of War may prescribe.

Vote—

Definitely approved	12
Conditionally approved	6
Disapproved, or approved with fatal limitations	7
Not voting	1
	26

The dissent here was in several cases clearly due to failure to understand the question. They thought that all schools were to be required to establish military engineering courses, whereas the proposition plainly states that only those schools having *two or more* officers. Others objected to allowing the Secretary of War to prescribe a college curriculum, apparently thinking that he was to prescribe the *whole curriculum*, whereas the proposition contemplates the Secretary of War prescribing only the military component of such courses and not the engineering or general part.

V

Pass an act permitting the Secretary of War to appoint all graduates of such military engineering courses as second lieutenants in the army for a period of one year following their graduation, with full pay and allowances, at the end of which time their appointment may become permanent if vacancies exist, or they may go into civil life, retaining their commissions as officers of the reserve.

Vote—

Definitely approved	11
Conditionally approved	9
Disapproved, or approved with fatal limitations	4
Not voting	2
	26

VI

Encourage the respective states to pass laws, connecting the cadet regiments in the land grant schools with the National Guard of those states, in the same general relation that the United States Military Academy bears to the United States Army, to the end that the military equipment now furnished to the National Guard by the War Department may be available to the cadet regiments as well and that the officers now detailed in the several states to inspect and instruct the militia may be available for similar purposes for the cadet regiments.

Vote—

Definitely approved	11
Conditionally approved	6
Disapproved	5
Not voting	4
	26

Of the replies, about six were, in general, opposed to any steps accenting military work, or favoring anything resembling militarism.

APPENDIX XV

MAKING A SUCCESS OF THE MILITARY COURSE IN A UNIVERSITY

Giving the organization and course of instruction of a successfully conducted military department at the University of Illinois.

THE military department of the University of Illinois has been commended for its efficiency by General Wood and by various officers of the army who have officially inspected the institution. The standard it has attained, and the interest it has succeeded in arousing among its students in military training are an indication of what may be accomplished in the land grant colleges where the military department receives proper encouragement and support from the university authorities and is conducted by an officer of the army possessing special qualification for college work.

The following paragraphs are taken from a report prepared by Major F. D. Webster, United States Army, who as commandant of cadets and professor of military science has been largely responsible for the excellent work of the university during the last three years.

EXTRACTS FROM REPORT

Classification.—"This university is one designated as Class C under Paragraph 4, G. O. No. 70, War Department, 1913, that is, Colleges and Universities (including land grant institutions) not essentially military, where the curriculum is sufficiently advanced to carry with it a degree and where the average age of the students on graduation is not less than twenty-one years. The Military Department of the University of Illinois was established under the Morrill Land Grant Act of 1862.

Appropriation and Expenditures.—"The total federal appropriation for the last fiscal year under the various acts, Morrill, Adams, Nelson, Hatch, etc., was $112,422.14. The expenditures on account of the military department have been as follows: During the two years ending March 31, 1915, $227,918.87 was expended upon the new armory (floor space two hundred by four hundred) which has been in use since January 1, 1915. It will require $250,000 more to complete this building. In addition to the above, the appropriation for incidental expenses, military scholarships, etc., pertaining to the military department, was $8,500 for each of the last two years.

Organization.—"The organization of the corps of cadets is as follows: Two complete regiments of infantry, (twenty-four companies), a Foot Battery of Field Artillery, Signal Company, Engineer Company and Hospital Company; also, a band for each regiment,

a reserve band, and a trumpet and drum corps. The total number of cadets enrolled in the military department, at the present time, is two thousand one hundred and forty, including the band of about one hundred and sixty-five men. The band is composed of members from all classes of the university. Those of the first two years substitute this for their military drill. During the last two years they have the same status as the cadet officers, and receive twenty-four dollars per year.

Condition of Service in Military Department; Pay for Cadet Officers.—"During the freshman and sophomore years, military training is compulsory. Sergeants are selected from the sophomore class, lieutenants from the junior class, captains and field officers from the senior class. These selections are made by the commandant of cadets and approved by the Council of Administration, provided the appointees are in good standing in their under-graduate course, and morally fitted as well. The commissioned officers receive a special military scholarship (value, twenty-four dollars per year), which is paid to them upon the satisfactory completion of each year's work. They are also presented by the university with a saber and belt upon graduation, as well as a commission by the governor of Illinois as brevet captain in the Illinois National Guard.

Military Credits Necessary for Graduation.—"All students must gain five credits in military training in order to be entitled to graduate. Any student excused from military for any purpose whatsoever must make up these five credits in some other department.

Theoretical and Practical Instruction.—"The military instruction, both practical and theoretical, is conducted by the commandant of cadets with the assistance of the cadet officers of the senior class. Theoretical instruction is given to all freshmen in the second semester, and to the officers and non-commissioned officers of the cadet corps throughout the entire year, one hour per week. The theoretical instruction of the freshmen is compulsory, and constitutes one of their five credits. That of the officers and non-commissioned officers is elective, and is a necessary qualification in order that they hold their positions. This instruction of the freshmen is conducted by cadet officers of the senior class, selected by the commandant and approved by the president. Last year, ten of these officers were utilized at a salary of one hundred dollars for five months' work. The same or a greater number will be required during the present year. The theoretical instruction of the officers and non-commissioned officers is conducted by the commandant of cadets, ten periods per week, one period for seniors, three for juniors, and six for sophomores. During the second semester, the cadet captains are held responsible for the theoretical and practical instruction of the company officers and non-commissioned officers, Par. 159, Inf. D. R.

"The instruction, both practical and theoretical, comprises all of the drill regulations, portions of the field service regulations, ceremonies, calisthenics, bayonet exercises, guard duty, target practise, signaling and minor tactics.

Rifle Teams.—"At the end of the year 1915, twenty-two company rifle teams of ten men each competed for first and second prizes (ten medals for each team). The average for the lowest of these teams was over eighty per cent. A rifle club, under the National Rifle Association, has been organized for the last two years in the military department, and a team entered in both outdoor and indoor inter-collegiate contests.

Military Topography.—"A list has been furnished the War Department of eighty-five students who have had suitable instruction in plane table methods as a preliminary to becoming efficient in military topography. An effort is being made to introduce a course of credits which will lead up to a degree of B. S. in military science. The Council of Administration has approved a rule giving credit for two semesters' work for all students attending the summer camps.

Military Information Division.—"During the last year, by the authority of the board of trustees, the Military Information Division was organized with a senior cadet officer as chief, two junior cadet officers as assistants, and six non-commissioned officers of the sophomore class as clerks, seniors to receive ten dollars, and juniors four dollars per month for a period of eight months. The object of this division is to collect and tabulate, as far as possible, all military information regarding schools and colleges, National Guard, equipment and organization of the regular army and militia of the United States, in order to keep in touch with everything of that nature, and stimulate in the

cadet corps and the university, interest in military affairs.

Duty of the College in Building Up Reserve Force.—"A copy of the report of the inspector, herewith enclosed, shows that in his opinion, 'The military instruction is of such extent and thoroughness in the case of cadet officers, as to qualify the average cadet as a lieutenant of volunteers.' This is the object for which the law of 1862 was passed, and a point which has been lost sight of by most institutions of this class in the country. The sooner they are all brought to this state of efficiency, the sooner will the law be carried out strictly to the letter, and the greater will be the efficiency of military training in the United States. The above report indicates that we are turning out men qualified to become officers of the volunteer army in case of emergency, and are doing our part to build up a reserve force, so necessary in a country with a military policy such as we have. In 1915, we graduated thirty-three such officers, and in 1916, we will graduate forty-four. I don't think many institutions of Class C in this country have ever received such a recommendation from their inspectors.

National Guard Units Composed of Students.—"In addition to the organizations above stated, there is a troop of cavalry, Illinois National Guard, stationed at Urbana, which is composed of seventy per cent. students (all members of the cadet corps), whose officers are members of the faculty, or civilians connected with the institution in some way.

"*A National Guard battery of field artillery just organized, is composed of cadets in the military department and officered by members of the faculty. This gives us practically what is known in the F. S. R. as a reinforced brigade."

*November 9, 1915.

APPENDIX XVI

THE RESERVE OFFICERS' TRAINING CORPS IN ENGLAND

THE Reserve Officers' Training Corps which the United States Army War College has proposed for this country and which is outlined in Chapter X has an interesting parallel in Great Britain. The following statement of results obtained under the British system with suggestions for its improvement are taken from matter obtained through the Army War College at Washington.

Comparison with the English Officers' Training Corps.—"A system somewhat similar to the one proposed for this course has been in existence in Great Britain since 1908.

"At the beginning of the war in August, 1914, six thousand three hundred and twenty-two men of the Officers' Training Corps were gazetted for duty in the newly formed units of the Kitchener army. From August, 1914, to March, 1915, twenty thousand five hundred and seventy-seven were appointed officers, and in addition, twelve thousand two hundred and ninety served in the ranks of the new army.

"When it is considered that the total number of colleges is far below the number in existence in the United States and the number of students very much less, it is

clear that there exists in this country a source for such officers not excelled in any other.

"A number of reports have been received as to the usefulness and efficiency of these officers who were trained in the British Officers' Training Corps before and during the early part of the present war. Many suggestions have been made looking toward an improvement of this corps for the future and among the most prominent are the following:

"' * * On the principle, therefore, of striking while the iron is hot, I urge that our first act of peace be to make membership of the O. T. C. compulsory on all members of Schools and Universities. There are other reasons for this step, and the chief of them is discipline. The O. T. C. is purely an instructional and not a fighting force; compulsion to serve can meet with none of the objections which might possibly be urged against compulsion to fight. *It is a hopeless travesty of discipline and all that it implies to put into the hands of boys and very young men the power to resign a duty out of pique, or because the work appears irksome.* However successful an O. T. C., however full its ranks, its discipline can never be truly of the military type if members feel that the key to any difficult situation is in their hands and not in the keeping of their officers. If the last word is allowed to remain with the embryo soldier, he is learning the worst possible lesson he can learn and one that goes far to destroy any benefit he may otherwise have gathered from his apprenticeship. With men of mature age and with the honour of the

regiment, permanent and not ephemeral, in their thoughts this danger is not so acute. Nevertheless, it is a very real argument against any form of voluntary service, and unanswerable unless the inducements to continue to serve are such as to outweigh any temporary temptation "to get one's own back."

" 'There is, too, another strong reason for making membership of the O. T. C. compulsory, and that is to assure that there will be large numbers from which to make choice of officers. Under the voluntary system some of the very best men and boys are lost, and the more numerous the interests of the individual, and the more capably they are fostered, the greater the temptation to shirk his more obvious duty. I am not amongst those, if any such exist, who consider that training in an Officers' Training Corps necessarily produces an officer. There are some men who will never make leaders, and the opportunity must exist to choose only those who have the natural aptitude as well as the special training. Methods adopted perforce in the midst of a tremendous war will naturally give place in peace time to more reasoned judgment and keener discrimination. This will not be possible unless there are numbers—big numbers—to choose from. If the position of officers is made really difficult of attainment in all except the pecuniary way, the greater will be the competition to enjoy it. Once establish such a situation, as may easily be done in the after-enthusiasm of the war, and the problem of officering the special reserve and territorial force in peace time will no longer

be a problem at all, always providing that such officers are treated with the honour and privileges which their place deserves. * * * '

"The principle, laid down above, has been found to be sound by officers who, in the past few years, have been engaged in the inspection of cadet units at our civil educational institutions, and they have recommended accordingly. It is interesting to note that this recommendation is sound and confirmed by actual war experience in England.

"If this last suggestion be carried out at institutions at which an officer of the army is detailed, there need never be any anxiety relative to furnishing the immense number of officers—about sixty thousand—needed for our next great war.

"The training required for reserve officers is discussed in the War College study on 'The Training and Uses of the Proposed Officers' Rerserve Corps.'

"No more important a subject than this can be brought up for discussion and none is of greater interest. The soul of the army rests in its officers, and a standardization of the character and training of this class should be assured above all things. Hence the regular army should form the sole exemplar and guide and the best material in its corps of officers should serve as instructors for reserve officers."

APPENDIX XVII

A FIVE-YEAR COMBINED MILITARY AND CLASSICAL OR TECHNICAL COURSE FOR COLLEGES SUGGESTED BY PRESIDENT EDMUND J. JAMES OF THE UNIVERSITY OF ILLINOIS

THE following extracts are from a letter written to the superintendent of the Culver Military Academy by President James, who has shown a particularly active interest in the problem of efficient military training among the land grant institutions.

"Urbana-Champaign, Ill., January 11, 1916.

"Col. L. R. Gignilliat, Culver Military Academy, Culver, Indiana:

"My Dear Colonel.—I may say that I think the Federal Government ought to organize here at the University of Illinois a five-year combined course in military instruction which would be so integrated with other courses. This course should lead to the degree of Bachelor of Science in military subjects and also Bachelor of Science or Bachelor of Arts in some other course in the university, which might be completed at the same time. Thus I think it would be quite feasible to combine the military course with the course in electrical engineering in such a way that the degree of Bachelor of Science in electrical engineering could be given at the end of four years; the Bachelor of Science

in military tactics or military methods or whatever we might want to call it, at the end of the fifth year. This would require a certain amount of attention given to military subjects and military training during each of the five years.

"I think that it would be perfectly feasible to put in a course of study and practise which would qualify a young man in five years for the position of second lieutenant in the army and for the position which he might want to take up as electrical engineer or mechanical engineer or chemist or what not.

"In view of the fact that the student should spend an amount of time during each of these years for five years on military subjects which would qualify him to act as lieutenant in the army, I would suggest that the Federal Government would pay to each student so qualifying the sum of two hundred and fifty dollars per annum and appoint him at the end of the five years' course a second lieutenant in the army for one year, to complete and round out his military education.

"I believe that an arrangement of this sort made at such an institution as the University of Illinois would be the best form of cooperation between the Federal Government and the states in this subject of military preparation which could be devised. I should have no objection, of course, to seeing the curriculum extended to six years, but I think five years would be adequate, and we ought not to spend any more time on the subject than is necessary to accomplish the end we have in view."

APPENDIX XVIII

SUGGESTIONS FOR MILITARY COURSES IN NON-MILITARY EDUCATIONAL INSTITUTIONS, FROM A CIRCULAR ISSUED FROM HEADQUARTERS, EASTERN DEPARTMENT, BY DIRECTION OF MAJOR GENERAL LEONARD WOOD, DEPARTMENT COMMANDER

GENERAL WOOD has labored unceasingly for the coordination of military training with the work of the colleges and universities and in the following extracts are presented his views of the means by which this coordination may be best accomplished.

"The subject of military instruction in our non-military educational institutions is receiving very considerable attention at present. On the part of the officers and trustees of these institutions there has developed an earnest and most commendable desire that they participate in an active way in the policy expressed by the President of the United States in his recent message, viz:

"'It will be right enough, right American policy, based upon our accustomed principles and practises, to provide a system by which every citizen who will volunteer for the training may be made familiar with the

use of modern arms, the rudiments of drill and maneuver, and the maintenance and sanitation of camps.

" 'We should encourage such training and make it a means of discipline which our young men will learn to value. It is right that we should provide it not only, but that we should make it as attractive as possible, and so induce our young men to undergo it at such times as they can command a little freedom and can seek the physical development they need, for mere health's sake, if for nothing more.'

"They feel that their graduates should be equipped for citizenship, for their duties to their communities, states, and the United States as well as for the attainment of their professional, scientific and commercial aims and ambitions. This duty to state and country involves as a fundamental principle, the defense of its territory and the perpetuation of its constitutional rights and well established policies, by force of arms if necessary. *They are opposed to militarism, a large standing army and a big navy and accept the established policy of this country that we must depend on our citizen soldiery with an adequate army and navy as the foundation of the system. They realize fully, however, that under this policy the citizen must be prepared in advance of actual war.* Now, just how to coordinate this with their proper and purely educational function is the problem they are considering. How much time can be spared for this subject? What part it shall play in their curricula? What antagonism they are likely to meet on the part of their anti-military con-

stituents and friends? How may this effort on their part be fitted into the general military policy of the country and so yield definite results?

"We of the army are most appreciative of this spirit as exhibited spontaneously on the part of so many leading institutions and in working out a scheme are considering both sides of the question. We realize that the best type of our young men is to be found in our colleges and universities and we realize the enormous influence they will carry into public life. They are, or will be, natural leaders, politically in time of peace, and commanders of men in time of war. In the former capacity a lack of proper information as to our military history, policy and present system, certainly renders them incapable of intelligently voting on these questions or shaping the opinion of others.

"In the latter capacity, as commanders of our citizen soldiery in time of sudden war without training and necessary military education, they would be the unwilling murderers of their men. They would learn their business at a cruel cost in lives, to say the least.

"These students are physically, mentally and morally good material for officers, and such as desire or have a natural bent for the profession of arms, having fully qualified, should receive a definite status in the military system of the country.

"It is not believed that men of this type require the continued minutiæ of drill, nor that the result would justify such expenditure of time. This is particularly

true as such practical instruction will be entirely voluntary and difficult to subject to discipline.

"Therefore a combination of the intensive practical training, such as given in the student summer camps, and a series of lectures illustrated and illuminated by tactical walks and field problems in minor tactics, should stimulate the intellectual side and perfect the mechanical and physical.

"1. The course of lectures and college work to be given a place in the curriculum and carry weight toward the degree in both *junior* and *senior* years. This to consist of not less than twelve lectures in each year, for juniors, on the *military history of the United States, the unvarnished facts, our failures, defeats and mistakes as well as our victories;* for seniors, on *the military policy of the United States, past and present, and twelve lectures with practical problems in each year. The lectures on military history and policy to be prepared by the General Staff with lists of collateral reading.* The twenty-four lectures and practical problems to be conducted by officers of the regular army under a scheme provided by the General Staff. Thus the instruction will be uniformly arranged and given in all non-military institutions under a logically developed system. Training in rifle shooting to be given as many students as possible regardless of whether they elect this military course or not.

"2. It is required that all students electing this course will volunteer to attend two of the student summer camps. Many exceptions must be made at present

on account of the personal expense involved, slight as it is. We trust that Congress will in time appreciate the immense value of these camps and make provision for relieving the qualified attendants of certain portions of their expenses.

"The student at one of these camps of only five or six weeks' duration, receives as much military instruction as the average militiaman in three years. This plan has proven such a tremendous success and has met with such unanimous and unqualified approval on the part of students and their parents that it needs no enlargement here.

"3. It is proposed that the names of these young men who, in the opinion of the camp commanders and under regulations drawn by the General Staff have become eligible for commissions in volunteer forces be listed and held in the War Department as available for such service.

"4. *An effort is now being made to induce Congress to authorize the War Department to commission and attach to regular regiments of all branches of the service for one year, one thousand or more of such young men as have qualified in the foregoing course or similar courses in military schools and colleges.* THIS IS CONSIDERED THE BEST OF ALL SCHEMES FOR GETTING REALLY TRAINED OFFICERS. These one-year officers to receive full pay and allowances amounting to about $1,750.00 pay proper and $750.00 allowances (light, fuel, heat, quarters) which should allow them to leave the service with from $600.00 to

$1,000.00 in pocket. Such of these as become eligible to be commissioned in the reserve to the regular army or reserve forces of the United States for a definite period, be required to attend maneuvers for a few weeks each year and be provided with complete personal equipment for field service.

"This plan, as you see, is more or less tentative and dependent upon congressional sanction and assistance, but when our most intelligent educators are coming forward on their own initiative to ask what they can do, certainly a way will be found to utilize the splendid resources they control. *Our best citizens realize quite seriously that military service is one of the nation's forms of taxation and indeed, the one upon which all others depend. If the men of the country are unwilling to assume military service, or preparation therefor, and pay the cost in blood as they pay taxes in money, the life of this country will be short.*

"Heretofore we have apparently preferred to omit the preparation of citizen soldiery until war is upon us at such enormous cost in treasure and criminal wastage of splendid lives. Is it not an insult to our intelligence as well as to our patriotism to presume that we shall continue such a course? This voluntary impetus of college men swinging in behind the movement to prepare our citizenry for service in time of our country's need is a most effective answer."

APPENDIX XIX

PLAN FOR MILITARY INSTRUCTION AT HARVARD UNIVERSITY

THE winning over of Harvard to the adoption of military training as a part of its curriculum has been attended with much enthusiasm among the students and great interest in educational circles.

The following extracts from the *Harvard Alumni Bulletin*, December 10, 1915, indicate the voluntary character of the appeal and a tentative program of instruction for which there were one thousand two hundred volunteers.

"The details of the plan have not been entirely determined on as yet, but the general scheme, as it now stands, is as follows:

Schedule of Instruction.—"1. The work will begin with two hours of drill a week by companies. In the winter the work will be concentrated on close order drill in either the Hemenway gymnasium or the baseball cage. As soon as the weather improves, the drill will be cut down and will be held outdoors. Open formation and minor tactics will then be emphasized. The hours of drill will in all probability be from four to six and from seven to nine o'clock; members of the regiment, therefore, will have ample opportunity to choose



Polo Team—New York Military Academy



Field Wireless Detachment—Culver



Watering Horses—Norwich University

their hours of drill and the days which they prefer. The drill will be in charge of a regular army officer.

"2. Rifle practise will be arranged, either with sub-caliber rifle somewhere in Cambridge or with Springfields at some militia rifle range in the vicinity. A sufficient number of rifles has been assured.

"3. Every member of the regiment is expected to become a member of the correspondence course conducted by the army for Plattsburg men. This consists of monthly problems in map work, and tactics. Answers are sent to the War Department, are there corrected, and the solution, with the most prevalent mistakes, sent with the next problem.

Credit Toward College Degree.—"4. Lectures in the university course in military science will be given by General Wood, Captain Dorey, Captain Johnston and other specialists from the army. Tactical walks will be taken in connection with the course. This course will count toward a degree only for those who have attended one of the military camps or have had equivalent training in the militia.

"5. Lectures on our military history, our present army organization and other special topics will be announced from time to time.

Uniforms.—"6. Uniforms will not be required, but it is strongly urged that every one provide himself with the army field uniform. A contract for these will be arranged by the committee at a later date.

Enrollment Agreement.—"A tentative enrollment plan for students of military science, drawn up by the

student council committee on military affairs, has been issued as follows:

"1. I hereby agree to enroll in the companies of the Harvard regiment. In doing this, I promise to devote three hours a week, arranged so as to interfere in no way with my college work, to military instruction, including both theoretical and practical work. I further agree, each month, to prepare and hand in a solution to a map problem in the correspondence course conducted by the United States Army.

"2. It is understood that I freely subject myself to obey and respect all officers that may be appointed over me by proper authority, while receiving such military instruction and while enrolled in the Harvard regiment.

"3. It is further understood, that if I absent myself from any of the drills, or other instruction, without an excuse acceptable to the disciplinary committee, my name, for the first offense, will be posted upon the bulletin board of the regiment, and for the second offense, I will be dropped from the rolls of the regiment, and my name shall be published in the *Crimson*.

"4. I shall endeavor, to the best of my ability, to attend, and will encourage others to attend, the camps of military instruction to be held during the summer of 1916.

"5. My enrollment, under this agreement, expires May 31, 1916.

Course in Military Science.—"The course in military science to be offered in Harvard College during the second half year will include the following twenty-four

lectures and six 'tactical walks.' It is expected that a few other lectures will be added.

"1. One lecture on our general military policy and method of raising and maintaining armies. General Wood will open the course with this lecture.

"2. Four lectures on 'Infantry' to be given by Captain Halsted Dorey, Fourth Infantry, Aide-de-Camp.

"3. Three lectures on 'Cavalry,' by Captain Gordon Johnston, Eleventh Cavalry, Aide-de-Camp.

"4. Three lectures on field artillery.

"5. Three lectures on coast artillery.

"6. Four lectures on military engineering of various types.

"7. One lecture on camp sanitation and hygiene.

"8. Two lectures on the signal corps, including aviation.

"9. Two lectures on transportation and supply.

"10. One lecture on ordnance.

"11. Six tactical walks conducted by officers of the mobile army and engineers."

APPENDIX XX

THE ORGANIZATION OF FIELD ARTILLERY AT YALE UNIVERSITY

RECOGNIZING the needs of field artillery, General Wood recommended the organization of militia units of the field artillery at Yale.

It was the intention at first to organize but one battery, but within a week after the matter had been put in the hands of the students, over nine hundred applications were handed in, and the organization of four batteries instead of one was under way.

The following extracts from the *Yale Alumni Weekly*, March 10, 1916, indicate the nature of the proposed work at Yale:

THE ORGANIZATION OF THE YALE UNDERGRADUATE BATTERIES

How the Movement Was Begun.—"Due to the energy and enthusiasm of a considerable number of graduates, actively supported and encouraged by President Hadley and other members of the faculty, Yale has undertaken the patriotic duty of affording military training for those of her students who desire it.

Need for Field Artillery.—"The movement for the organization of a battery of field artillery at Yale was

begun by a number of alumni and undergraduates who attended the summer encampment at Plattsburg in 1915.

"The organization of such a battery was suggested by Major General Leonard Wood. General Wood during his term as chief of staff of the United States Army repeatedly called attention in his reports to the utter inadequacy of our field artillery in personnel, material and ammunition. Our regular field artillery comprises but six regiments, only three and one-half of these being within the continental limits of the United States.

Response from Students.—"It seems wise, therefore, to develop and train college men for this branch of the military service and to give them sufficient technical training to perform the duties required of captains and lieutenants of field artillery units. It was in full recognition of the needs of field artillery that General Wood recommended the organization of militia field artillery at Yale. It was the intention at first to organize but one battery. However, when the movement was launched by the undergraduate committee and applications for enrollment were permitted, four hundred and thirty-seven men responded the first day. Within the next week this number had increased to over nine hundred, and it was then deemed best to organize four batteries. The four batteries, together with that at Branford and the recently organized battery at Stamford, would compose one complete regiment of field artillery for the state of Connecticut, to be officially designated as the Tenth Militia Field Artillery.

Connection With National Guard.—"Due to the fact that the strength of the Connecticut National Guard is limited by statute, but four hundred and eighty-six men could be enrolled. This was forty-six men under the number authorized by law as comprising the minimum strength of four batteries. Enlistments were completed and the first muster of the organization occurred on November 22, 1915, the batteries being accepted for the state by Assistant Adjutant General Cowles, and for the United States by Captain Marlborough Churchill, Field Artillery, United States Army. At the instance of President Hadley, the War Department approved the detail of an officer of field artillery to take charge of the training and designated First Lieutenant Robert M. Danford, Fifth Field Artillery, for this duty. Lieutenant Danford was commissioned as major in the Connecticut National Guard, and was assigned to the command of the Yale batteries.

The War Department's Interest in This Work.—"The War Department is watching the work at Yale with keen interest. It fully and confidently expects that the Yale batteries will attain such a degree of efficiency as to justify unusual attention being devoted to their training and to justify affording them the benefit of liberal appropriations. The officer in charge of the instruction has been authoritatively informed that with the beginning of the next instruction period in the fall a sufficient number of horses will be provided completely to horse one battery if accommodations for this number of animals are furnished. This will enable the

organizations at Yale to have field work such as marches, camps, advance to, and occupation of positions, and, in fact, enable them to cover completely all phases of field artillery instruction and practise. This should materially add to the interest and value of the work and insure a high standard of efficiency in the organization. Yale alumni are promoting the work of the batteries to the extent of insuring that they will be provided with suitable and adequate armory facilities. Plans have been completed and funds are being raised for the construction of an armory, which it is expected will be ready for use when college opens next fall.

Course of Instruction.—"On March first the War Department detailed First Lieutenant E. L. Gruber, Fifth Field Artillery, and four specially selected non-commissioned officers from the field artillery detachment at West Point, to assist in the training of the batteries. Officers and gunners must be qualified by May fifteenth, and the encampment at Tobyhanna will begin for two of the batteries on June fourteenth, and for the remaining two batteries on June twenty-fourth, each organization to be in camp ten days. The War Department has outlined special courses of instruction and examinations for those young men who desire to qualify as officers of volunteers. During the ensuing year, it is planned to cover these courses thoroughly and it is expected that a large number of the Yale men now enlisted in the batteries may be qualified for and pass the required examinations.

Progress of the Work.—"The work of the batteries was recently inspected by Major C. P. Summerall, who is directly in charge of the field artillery in the Division of Militia Affairs in Washington. He expressed great satisfaction with the progress being made by them, and stated: 'It is significant that while the country is talking preparedness, Yale is acting preparedness. While others are satisfied with a more or less superficial knowledge of military matters, Yale is preparing to deliver a fire which, in case of need, would affect the course of battle.'"

APPENDIX XXI

MILITARY INSTRUCTION CAMPS FOR STUDENTS

Prepared by Lieutenant R. G. Sickels, Culver Military Academy. Lieutenant Sickels was a member of the Burlington Camp in 1914

FIVE or six weeks at one of the government's summer military instruction camps is an experience not soon forgotten.

I remember vividly an afternoon in early July, 1914, when several of us, our college final examinations now a thing of the past, swung off the train at Burlington, Vermont, dumped suit-cases into a waiting army mule van and in company of a bronzed enlisted man, eagerly climbed the hill toward the camp site, near the campus of the University of Vermont, which was to be the scene of so many new and pleasant experiences.

I was assigned to a tent with five other men, each from a different college, but all had looked forward to such a summer with the greatest anticipation and were bent on "doing the thing up brown" and getting the greatest possible benefit and pleasure out of the work. Needless to say the association with men from colleges all over the country drawn together by a

common interest was in itself a valuable opportunit
equaled only by the expert training and kind assis
ance received at the hands of the army officers and e
listed men who were encamped with us.

History of Camps.—A brief resumé of the histo
and aims of these camps may prove interesting.

In the spring of 1913, by direction of the War D
partment, Major General Leonard Wood, then chief
staff, sent to the university and college presidents
the United States a circular letter, proposing the estal
lishment of a system of military instruction camps f
college students.

Object of the Plan.—The object of this plan was
give a short course in real military training to a live i
terested body of young men who would not otherwi
receive such training: to help equip properly qualifie
men to fill the great deficiency in commissioned office
which would immediately arise in case of war, and
instill in four or five weeks of healthy outdoor lif
habits of obedience and discipline, command and sel
control that are the prerequisites of efficiency in ever
business and profession. There was to be no oblig
tion on the part of the student receiving this trainin

The plan was received with almost universal a
proval throughout the country. That summer tw
camps were held, one on the Gettysburg battle-fiel
and one at the Presidio of Monterey in California, th
total attendance being two hundred and twenty-two.

In the summer of 1914, six hundred and sixty-fou
students attended similar camps at Burlington, Ve

mont; Asheville, North Carolina; Ludington, Michigan; and Monterey, California.

During the summer of 1915, one thousand one hundred twelve students received instruction at Plattsburg, Ludington and Monterey. The attendance at the Plattsburg camp, seven hundred and twenty, outnumbered the total attendance at the four camps in 1914.

Course of Instruction.—In general, the work done by these camps is as follows: The morning is given over to infantry, cavalry or artillery drill, special stress being laid upon open-order and field work, with practise marches, tactical problems and sham engagements as an interesting part of the routine. Dinner is preceded by an hour's practical lecture dealing with some phase of military science. The afternoons are taken up by miscellaneous drill, map-making, first aid, saber drill, etc. This afternoon work is, in the main, voluntary but nearly every student is found participating in one drill or another, the only regret being that there is so much to learn and so little time in which to learn it.

Troops of the regular army attend and cooperate in the instruction and field maneuvers and prove extremely valuable to the student in every way. The camp closes with a march of a week or ten days, sham battles and skirmishes forming a regular part of each day's program.

Expense to Students.—All equipment is furnished by the War Department. The only expense to which the student is put, in addition to transportation to and

from his home, is for his board at the rate of thr dollars and fifty cents per week, and for his unifor costing from five to ten dollars, according to quali

Provision for Future Camps.—Whether or not t Congress of 1916 makes provision for the milita training of citizens on a large scale, there is no dou that the camps of 1916 will show a tremendously i creased attendance. The business men's camps he last year at Plattsburg, New York; Fort Sherida Illinois, and other places, a natural outgrowth of t student camp project, will be continued and enlarge With the object of coordinating and developing t common aims of the students' and business me camps, there has been formed the Military Trainir Camps' Association which will direct both und a common head. The men attending the camps th year will be divided into two groups. The junior div sion comprises undergraduates in colleges and univer ties and those students in public and private scho who have reached a grade equivalent to senior cla high school. The senior division comprises graduat of colleges and universities and other citizens betwe the ages of twenty-one and forty-five who have h experience equivalent to such an education.

The location of all the camps for this summer has n yet been definitely decided upon, but it will be in ge eral the same as last year.

Full information regarding either the junior divisi or the senior division camps in any section of t



Digging Trenches—Culver

country may be obtained by writing direct to the Military Training Camps' Association, at 31 Nassau Street, New York City.

In conclusion, to any one familiar with the situation, two facts are evident:

Success of the Project.—1. The student camp project has been a success. The figures speak for themselves as regards increased attendance and interest. Real military training has been given. Inspectors from the War Department unite in commending the nature of the work done. There is hardly a student who has attended one of the camps who does not look back upon a never-to-be-forgotten summer, a summer of close friendships, pleasant memories, but above all, a period of the hardest work he ever did in his life. Further, the camp method, itself, whether applied to the business man, the student or the high-school boy as in the camp at Culver in the spring of 1915, has proved the one effective means of imparting military training and discipline in a short period of time.

2. On the other hand, comparatively speaking, it must not be lost sight of that very little has yet been done, that at best only a start in the right direction has been made. In 1914 the male attendance in the colleges of the country was two hundred and thirty-seven thousand five hundred and sixty-two. Of this number it was estimated that at least two hundred thousand were of proper age and physique to be considered eligible for military training. So far, the student military camp

instruction is reaching only one student in each t
hundred. Again, it may be fairly supposed that a s
dent who has attended one of those camps has gai
as much actual knowledge and experience as is phy
ally possible in the time allowed. There have been
telligence and enthusiasm to start with, expert perso
instruction, application, hard work; and yet no stud
leaves for his home without a keen realization of h
little he really knows, without a clearer perception
what military preparedness means and necessita
and that is perhaps not the least valuable part of
training.

APPENDIX XXII

COMPULSORY MILITARY TRAINING FOR THE BOYS OF NEW YORK

THE first positive step toward compulsory military training in this country has been taken by the state of New York. The New York Legislature has passed an act requiring "that all boys over the age of sixteen years and not over the age of nineteen years, except boys exempted by the Commission, shall be given such military training as the Commission may prescribe."

The Military Commission.—The Military Commission established by this act is composed of "the Major General commanding the National Guard ex-officio, a member to be appointed by the Board of Regents of the university, and a member to be appointed by the governor.

"In order to more thoroughly and comprehensively prepare the boys of the elementary and secondary schools for the duties and obligations of citizenship, it shall also be the duty of the Military Training Commission to recommend from time to time to the Board of Regents the establishment in such schools, of habits, customs and methods best adapted to develop correct physical posture and bearing, mental and physical

alertness, self-control, disciplined initiative, sense of duty and the spirit of cooperation under leadership."

Time Given to Drill.—The periods of military instruction are to aggregate not more* than three hours in each week during the school or college year in the case of boys "who are in public or private schools or colleges." For boys who are not pupils the periods devoted to military instruction are to aggregate not more than three hours in each week between September first of each year and the fifteenth day of June next ensuing. Any boy, however, "who is regularly and lawfully employed in any occupation for a livelihood shall not be required to take such training unless he volunteers and is accepted therefor."

Field Training.—The law also provides for field training in summer camps; this training for each detachment of boys to cover a period of not less than two or more than four weeks as the commission may determine.†

Use of State Property.—Provision is made for the use of state military property, including armories, and arms and equipment not at the time required for the use of the National Guard or Naval Militia.

Organizations having fair grounds entitled to any apportionment of state moneys are required to allow

*It would have been better to have prescribed a minimum rather than a maximum limit.

†An appropriation of $200,000.00 made for these summer camps seems inadequate.

the use of such grounds for these camps, when the grounds are not needed for its own purposes.*

Instructors.—Provision is made for the utilization of officers and enlisted men of the National Guard as instructors, as well as designated teachers and instructors of the schools and colleges.

This law goes a step beyond the Swiss system, which requires actual military instruction only in the summer camp periods, and systematic physical training throughout the school year.

Compulsory Physical Training.—The New York law requires "instruction in physical training and kindred subjects for all male and female pupils above the age of eight years in all elementary and secondary schools." They shall receive "as part of the prescribed courses of instruction therein such physical training as the Regents, after conference with the Military Training Commission may determine, during periods which shall average at least twenty minutes in each school day." Provision is made for the employment of competent teachers.

"Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to

*It would have been well to have added "and when such grounds are suitable for camping."

children of like ages in the public school or schools o the city or district in which the child resides.

"Whenever the Regents shall adopt recommenda tions of the Military Training Commission in relatio to the establishment in elementary and secondar school of habits, customs and methods adapted to th development of correct physical posture and bearing mental and physical alertness, self-control, discipline initiative, sense of duty and spirit of cooperation un der leadership, as provided in the military law, th Regents shall prescribe and enforce such rules as ma be necessary to carry into effect the recommendation so adopted."

The provisions of this act, in so far as they rela to military training, are somewhat vague. The detai must receive the attention of experts if the training to be effectively carried out. But if this can be don coming generations will undoubtedly show its effec in a higher type of citizenship, in happier homes, an more effective men.



INDEX

INDEX

Active officers of the regular army as military instructors, 297-300.
Advantage as a system of exercise, 101-111.
Age at which military training should be begun, 146-148.
Age limit in California, 254.
Agricultural and Mechanical College of Texas, 14.
Aid, State, 165.
American Literary, Scientific and Military Academy, 9.
Ammunition, Issue of, by government, 246-251, 302.
 Restrictions regarding use in California, 262.
Arguments for and against military training, 1-2.
Arms, Issue of, by government, 300-301.
 Restrictions regarding use in California, 262.
Army officer as Commandant of Cadets, 152.
Army officer as military instructor, 297-300.
Army practise rod, 275-276, 279.
Army War College, 182-195, 237, 320, 323.
Asheville, North Carolina, Camp, 343.
Athletics, Effect of military training on, 204.
Athletics, Relation of military training to, 109-111.
Authority, Respect for, taught through military training, 63, 112.

Bachelor of Science degree, 324.
Back stop for rifle practise, 282-283.
Baden-Powell, General, 20.
Barnard, Lieutenant J. H., 290, 291.
Black Horse Troop, *see Culver Military Academy.*
Blame for poor military training in colleges, 190.
Blood-thirstiness not bred by military training, 87-88.
Boston high schools, Military training in, 11.
Boy Scout system of military training, 147.

Boys, Physical endurance, 133-134.
Bridge, Pontoon, 94.
Brooklyn Daily Eagle, 274.
Buildings, 302-303.
Burlington, Vermont, Camp in 1914, 341.
Burtt, Captain W. B., 196-205.
Business, Preparation for, 114-115, 234.

Cadet companies for training reserve officers, 177-178.
Cadet officers, 55-58, 150-162.
Cadet season in Washington, D. C., high schools, 230-232.
Cadet tournaments, 228-229.
Cadets, Commandant of, 41-42, 150-153.
Cadets, Deportment, 261-262, 277-278.
Cadets, Life of, 18-39.
Cadets, Relation to officers, 44-45.
Cadets, Religious life, 37, 263-264.
Cadets, Standard, 74.
Cadets, Uniform, 163-169, 258-259, 303-304.
Cadets, Work during flood of 1913, 3-6, 115.
California high schools, Military training, 11, 98, 136-137, 159-160, 165, 252-269, 281-29
California Rules and Regulations, 259-262, 281.
Calisthenics, 102-103.
Camp and field units, 228.
Camps, 106, 148-149, 235, 288-294, 341-346.
Carriage of cadets, Effect of uniform, 103-105.
Carter, Major-General William H., 133.
Certificates issued to graduates of military schools by War Department, 295, 296.
Certificates issued to teachers in California, 269.
Character, Effect of military training, 60-64, 81-86.
Character of cadet officer, 55, 56.
Character of student admitted to strictly military schools, 59.
Cheating, Effect of military training on, 117.
Chevrons, 169.
Chicago high schools, Military training in, 69, 145.

Chicago Record Herald, 69.
Chicago Tribune, 113-114.
Chicago, University of, 175-176.
Churchill, Captain Marlborough, 338.
"Citadel, The," 10, 14, 17, 82.
Citizenship, Military training aid to good, 81-83, 112-126, 226-236.
Civil law, Attitude of military trained men to, 124-126, 200.
Civil War, 127, 133, 174, 193-194.
Civilian teachers, 152-153.
Class room, Coordination of, with drill field, 94-100.
Class-room work, Supervision of, 49-50.
Classes, Division of, 51.
Classical and military courses, Combination suggested, 324-325.
Classification in rifle practise, 284.
Classification of military schools, 13-15.
Coast artillery officers, 176.
College reserve regiments, 178-182.
Colleges, Present interest in military training, 175.
Colleges, *see also Land Grant Colleges.*
Colorado high schools, Military training in, 134.
Commandant of cadets, *see Cadets, Commandant of.*
Commission as second lieutenant for honor graduates, 16.
Competition, Intra-school, 226.
Competition, Spirit of, aroused by military training, 99.
Competitive units, 99-100, 117-118, 146, 224-236.
Compulsory military training for boys, 347-350.
Compulsory versus voluntary military training in high schools, 141-143, 203, 204.
Comradeship, 264.
Conditions under which issue of rifles and ammunition is made to high school, 246-251.
Conduct, 261-262, 277-278.
Connecticut National Guard, 338.
Cooperation of military and academic staff essential, 96-97.
Coordination, 91, 94-96.
Cornell University, 14.
Correspondence, Military, 267.

Course of instruction, 237-242, 313-319, 326-331.
Course of rifle practise in high schools, 270-272.
Course proposed for Reserve Officers' Training Corps of the United States, 187, 188.
Court-martial, Report of proceedings at Culver Military Academy, 75-80.
Cowles, Assistant Adjutant General, 338.
Creedmore, 273.
Cuba, Administration of, by military men, 125-126.
Culver Citizen, Culver, Indiana, 217.
Culver Military Academy:
Academic staff, 41.
Athletics, Relation to military training, 109-110.
Awarding of a collar device for good carriage, 70-71.
Black Horse Troop, 85-86.
Boy Scout system utilized, 147-148.
Business course, 52.
Cadet officers, 154, 156, 161, 162.
Cadets, Classification, 49-50.
Cadets, Commandant of, 151.
Camps, 147, 288-294, 345.
Classification, 15.
College, Admission to, 52-53.
Cooperation of military and academic staff, 96.
Court-martial proceedings, 75-80.
"Culvers," 105.
Daily schedule, 38-39.
Distinguished institution, 16, 17.
Drills, 20, 145, 209-224.
Efficiency records, 56-57.
Furniture in barracks, 36.
Grade in which military training is begun, 147.
Guard duty, 31.
Help periods, 47.
Honor of cadets, 117.
Insignia, 168-169.
Mental tests, 50.

Culver Military Academy—*Continued.*
Mess, 27.
Military staff, 42.
Mounted artillery drill, 30.
New cadets, 24.
Physical development, 104-105.
Rebellion of cadets against authority, 67-69.
Recitation periods, 47.
Requirements for entrance, 21.
Rifle practise, 130.
Sand table, 219.
Scope of military training, 194.
Sketching pad, 217.
Spiritual life, 37.
Sports, 32.
Students hold positions of responsibility in civil life, 82.
Summer school, 291.
Test of boy's ability to use heavy rifles, 108.
Testimony of Dr. Hayden in favor of military discipline, 63-64.
Uniforms, 23, 163.
"Culvers," 105.
Cutters, Man-of-war, 3-4.

Danford, First Lieutenant Robert M., 338.
Darby, Dr., Experiment to determine relative value of gymnastics and drill, 101.
Darge, Daniel, 275.
Davis, Dr. William Stearns, 88.
Demerits, 72-75, 244-245, 260-261.
Democracy, Spirit of, in military schools, 83-85.
Disciplinary value of military training, 112-126, 198-201, 238.
Discipline, 3-6, 54-58, 59-69, 188-190, 244-245, 259-260.
Discipline sheet, 73.
Distinguished institutions, 15-17.
Dodge, General Granville M., 21.
Dorey, Captain Halsted, 333, 335.

Drawing, 214-222.
Drill, Equipment, 209-210.
Drill, in relation to study, 46-47, 94-96.
Drill, Influence on study, 139-140.
Drill, Instruction, 210-214.
Drill, Introduction in high schools, 92.
Drill period, 28-32, 144-146.
Drill versus gymnastics, 105-107.
Drilling with rifles, Moral effect of, 87-90.
Drills, Benefits from, 107, 236.
Drills, Close order, 107, 127-128.
Drills, Extended order, 128.
Drills, Kinds of, 106-107.
Drills, Skirmish, 106.
Drills, Suggestions for starting, 209-224.
Drills, Time devoted to, 144-146.
Dual system, Advisability of, 139-141.
Du Pont de Nemours Powder Company, 271.

Early training, Importance, 241-242.
Economic value of military training, 114-116, 234.
"Education from a military view-point," by Col. C. W. Larned, 82-83.
Edwards, Col. Thomas I., 104.
Effect of military training, 3-6, 19, 25-26, 31, 35-37, 52-53, 60-64, 81-86, 91, 99-100, 196-205.
Eiselman, Miss E. A., 114.
Election of cadet officers, 155-156.
Eliot, Dr. Charles E., 121, 122.
Endorsements of military training, 1.
Engineer corps, 176.
England, Reserve Officers' Training Corps, 195, 320-323.
English taught in military training, 97.
Enlistment in regular army, Minimum age, 133.
Enrollment agreement, 333-334.
Equipment, Issue by government, 301-302.
Equipment of military schools, 12, 13, 16.

Ethical-physical-military system of training for boys, 237-242.
Excuses from military training on request of parents, 142-143.
Expense of uniforms, 164-166, 268.
Expense to students of military camps, 343-344.
Extent of instruction in summer camps, 289-291.
Extent of military training, 201-204.

Faculty of military schools, 40-45.
Fall River, Mass., Military camp, 149.
Fallows, Bishop, 81.
Field artillery, Inadequacy of, 337.
Field artillery, Organization at Yale University, 336-340.
Field firing units, 228.
Firearms, Advantage of teaching boys to handle, 88-89.
Firearms, Knowledge of use limited to criminals, 89.
Firearms, *see also Rifles.*
Floods of 1913, 3-6, 115.
Forbes, E. A., 253.
Fort Sheridan, Ill., Camp, 344.
Fort Sill, Oklahoma, 217.
Fort Worth high schools, Military training in, 11, 140.
Frederick, the Great, 122.
Funston, Major-General Frederick, 170.

Galesburg (Illinois) Register, 114-115.
Gallery practise, 266.
Game idea in military training, 224-236.
Game of troop leadership, 128-130.
Gettysburg battle-field, Camp, 342.
Gignilliat, Col. L. R., 324.
Girls, Relation to military system, 205.
Girls as sharpshooters, 274, 280.
Girls as sponsors in mixed schools, 228.
Government classification of military schools, 13-15.
Government inspection of military schools, 15-16.
Government issue of arms, 300-301.
Government issue of equipment, 301-302.

Government of high-school cadets in California, 252-269.
Government schools for training reserve officers, 178.
Government sells supplies to high-school rifle clubs, 272.
Government uniform, 166.
Grade in which military training should be begun, 146-148.
Graduates, Certificates issued by War Department, 295-296.
Graduates of military institutions, Number, 177.
Grant, General U. S., 21.
Greaves, Lieutenant L. C., 222.
Greek military training, 8.
Gregory, E. M., 277.
Gruber, First Lieutenant E. L., 339.
Guard duty, 31-32.
Guard sheet, 73.
Gymnastics versus military drill, 105-107.

Hadley, President, of Yale, 338.
Harvard Alumni Bulletin, 332.
Harvard University, Military training, 15, 175, 332-335.
Hayden, Dr. Austin A., 63-64.
Hazing, 64-66.
High-school cadet companies, Relation to militia, 134-138.
High schools, Issue of arms, 13, 246-251.
High schools, Military training in, 11-12, 87-93, 127-138, 148-149, 166-167, 224-236, 243-245, 252-269, 270-272, 288-294.
Hikes, 30.
Historical instruction, 240-241, 329.
Hocking, Prof., of Harvard, 113.
Hoffman, G. F., 272.
Honor graduates, 16.
Honor schools, 15-16, 176.
Honor system, 54, 73-74, 117.
Horsemanship, 29-30.
Hotchkin, Col. Walter B., 276.

Ideals of cadet, 266.
Ideals of military school, 81-86.

National Guard, 318-319.
University, Military training in, 190-191, 313-319.
ıce of cadet officers, 153-154.
›f land grant colleges from United States, 305-306.
Lessons in fighting from, 122.
ınce of faculty of colleges, 190.
al competition, 287.
nstruction, 214-223.
ıt military instruction in land grant colleges, 184-185.
drill units, 228.
e, Effect on, 204.
e emphasized, 122-123.
, 167-169, 194, 284.
›n of cadets, Daily, 26, 42-44.
›n of military schools by the government, 15-16.
›n of military schools by state officers, 254-256.
.on at Harvard, 332-335.
.on at military camps, 289-291, 343.
.on for boys in public schools, 237-242.
.on in non-military institutions, 326-331.
.on, Indoor, 214-223.
ion, Intensive, Gain from, 293-294.
ion, Methods, 46-53.
ion of undeveloped boys, 237.
›rs, 12-13, 150-153, 241, 297-300.
ə instruction, 293-294.
of student, 191-192.
nts, Use of, 264.

President Edmund J., of Illinois University, 184, 324.
', 264.
, Gov. Hiram W., of California, 253.
ı, Capt. Gordon, 333, 335.
League for National Defense, 291.
narksman's lapel button, 267.
.nits, 193.

Kennedy, Capt. W. R., 270.
Kentucky Military Institute, 10.
Kochler, Capt., of West Point, 102.
Krag rifle, 246, 279.

Labor unions oppose relationship between high-school cadet organizations and militia, 138.
Land Grant College, Military training:
Income from United States, 305-306.
Inefficiency, 172-173, 184-185.
Instructors, 13.
Morril Law, 185-186.
Origin, 10.
Questionnaire, 307-312.
Source of reserve officers, 170-195.
Land Grant Colleges, Association of, 307.
Language, Use of profane, forbidden, 266.
Larned, Col. Charles W., 82-83.
Loader, Victor, 275.
Lockhart, H. A., 291.
Logansport, Indiana, Flood of 1913, 3-6, 115.
Luddington, Michigan, Camp, 343.
Lying, Effect of military training on, 117.

McKellar, Representative Kenneth D., 178.
Manual of Arms, 213-214.
Marksmanship, 273-274.
Massachusetts National Guard, 104.
Massachusetts Special Commission on Military Education, 102, 114.
Mathematics, Interest in, stimulated by military training, 95-96.
Medical examinations of cadets, 23.
Men, Response of, to military training, 131-133.
Mental value of military training, 94-100.
Merit badges, 167-169.
Merit system, 71-72, 244-245, 260.
Mess, 26-27.

Military ideals in the class room, 28.
Military Information Division of the United States, 317-318.
Military schools:
Barracks, 23.
Business course, 52.
Cadet officers, 55-58.
Cadets, Life of, 18-39.
Character of student admitted, 59.
Class-room work supervision, 49-50.
Classes, Division of, 51.
Classification by government, 13-15.
Commission as second lieutenant for honor graduates, 16.
Company spirit, 22-23.
Court-martial proceedings, 75-80.
Democracy, Spirit of, 83-85.
Discipline, 59-69.
Distinguished institutions, 15-17.
Effectiveness of training, 17.
Equipment, 12.
Faculty, 40-45.
Furniture, 36-37.
Guard sheet, 73.
Hazing, 64-66.
Honor schools, 15-16.
Honor system, 54, 73-74.
Horsemanship, Instruction in, 29-30.
Ideals, 81-86.
Inspection, 15-16, 26, 42-44.
Instruction, Methods of, 46-53.
Instructors, 12-13.
Medical examinations, 23.
Mental tests, 50.
Merit system, 71-72.
Orderly, Duties of, 25-26.
Organization, 23.
Penalties, 72-73, 74-80.
Promotion incentive to boys, 70.

Military Schools—*Continued.*
Psychologist, Consulting, 50.
Rewards, 70-72.
Rules, Rigid enforcement of, 66-68.
Schedule, Daily, 38-39.
Scholarship, High standard of, 47-49.
Service, Ideal ever before cadet, 85-86.
Staff, Academic, 40-41.
Staff, Military, 41-42.
Superintendent, 40.
Military science course to be offered at Harvard, 334-335.
Military science, Professor of, 42.
Military sketching and map reading, by Lieut. L. C. Greaves, 222
Military Training Camps' Association, 344, 345.
Militia, Closer relationship with schools, advocated, 137-138.
Militia, Coordination of high-school training with, 136-137.
Militia, Effect of college reserve regiments on, 181.
Militia, High-school companies as units of, 136.
Militia, Number of military trained boys who join, 134-136.
Militia, Officers from, 171.
Militia, Service in, 198-199.
Militia, Value of military training to, 134-138.
Mills, Brigadier General A. L., 137-138, 237.
Monterey, California, Camp, 342, 343.
Moral effect of drilling with rifles, 87-89.
Moral preparation for good citizenship, 232-233.
Moral value of military training, 116-117.
Morrill Land Grant Act of 1862, 314.
Morrill Law, 10, 185-186.
Morrill, Honorable Justin S., 185.
Morris High School, New York City, 275.
Moss' *Manual of Military Training*, 271.

National Board for the Promotion of Rifle Practise, 247.
National Defense, Junior League for, 291.
National Guard, *see Militia.*
National Rifle Association of America, 267, 271, 273, 317.

Neatness, 265.
New York Athletic League, 130.
New York City high schools, Military training in, 273-280.
New York State, Compulsory military training for boys, 347-350.
Noble, Capt. H. F., 209.
Non-commissioned officers as volunteer officers, 171.
Non-military educational institutions, Course of instruction in, 326-332.
North American Review, 82-83.
Norwich University, 9, 11, 14, 21, 22, 82, 173-174.
Number of officers graduated from West Point, 172.
Number of trained officers, 177.
Number of trained officers needed, 172.

Obedience, Basis of military training, 120-123, 126.
Officers, Cadet, *see Cadet officers.*
Officers from the National Guard, 171.
Officers, Land grant colleges source of reserve, 170-195.
Officers, non-commissioned, as volunteer officers, 171.
Officers, Number needed, 177.
Officers of the regular army, military instructors, 12-13, 297-300.
Officers of the regular army as commandants of cadets, 152.
Officers, Relation to cadets, 44-45.
Officers, Reserve, Training Corps for, 182-188, 191-195.
Officers, Reserve, Training Corps in England, 320-323.
Officers, Technical training, 176.
Officers, Training, 170-171.
Omaha high schools, Military training in, 11, 149.
Opposition to military training, 101-108.
Orderly, Duties of, 25-26.
Ordnance Department, Officers, 176.
Oregon high schools, Military training in, 136.
Organization of high-school cadets in California, 256-257.
Organization of military school, 22.
Organization of summer camps for high-school students, 288-289.
Orton, Prof. Edward, of Ohio State University, 1, 184, 186.

Pace scale, 218-219.
Panoramic sketching, 214-217.
Partridge, Capt. Alden M., 9, 10.
Peace, Love of, encouraged by military training, 82, 278-279.
Peekskill State Range, Shooting at, 276.
Penalties for breaches of discipline, 72-73, 74-80.
Philippines, Administration of, by military men, 125-126.
Physical development of cadets, 34-35, 104-105, 238.
Physical endurance of boys, 133-134.
Physical training compulsory in state of New York, 349-350.
Physical value of military training, 101-111.
Plattsburg military camp, 106, 343, 344.
Pontoon bridge, 94.
Popularity of military training, 143-144.
Practise rod, 275-276, 279.
Preparatory schools, Scope of military training in, 193-194.
Preparedness, 326-329, 340.
Profane language, 266.
Proficiency acquired in summer camps, 289.
Promotion, 70, 160-161, 257.
Protection of weak, 256-260.
Psychologist, Consulting, 50.
Public Schools' Athletic League of New York City, 273.
Public schools, Course of military instruction in, 237-242.
Purity, 266.

Qualifications of cadet officers, 157-159.
Questionnaire sent to schools and colleges, 92-93, 196-205, 307-312.

Range practise, 276-277.
Reaction against discipline, 124.
Reason combined with obedience, 120-123.
Regiments, Reserve, bearing name of college, 178-182.
Registration in California, 257.
Relation of cadet officers to other cadets, 57-58.
Religious duties of cadets in California, 263-264.

Remuneration of army officers acting as military instructors, 297-298, 300.
Remuneration to teachers in California, 269.
Reserve officers, 170-195.
Reserve Officers' Training Corps in England, 320-323.
Reserve Officers' Training Corps of the United States, 182-188, 191-195.
Reserve regiments bearing name of college, 178-182.
Responsibility developed through military training, 112-113, 119-120.
Responsibility of cadet officers, 55, 154-155.
Restriction, Feeling of, produced by military discipline, 124.
Results of military training limited in day schools, 109.
Retired officers of the regular army as military instructors, 298-300.
Rewards, 70-72.
Richmond, Virginia, high schools, Military training in, 140.
Rifle, Carbon, 108.
Rifle clubs, 267.
Rifle practise, 31, 130, 131, 270-294.
Rifle team organization, 271.
Rifles, Instruction in use of, 213.
Rifles, Issue of by government, 24-251, 300-301.
Rifles, Precautions used in handling, 90-91.
Rifles, Test to determine boy's ability to handle, 107-108, 239-240.
Rock Island Arsenal, 249.
Rules for government of high-school cadets in California, 252-269.
Rules, Rigid enforcement of, 66-69.

Sacramento, California, Call, 87-88.
"Safety first" impressed on boy in use of firearms, 89-90.
Salt Lake City high schools, Military training in, 11, 118, 141, 145, 165, 243-245, 280.
Sand table, 219-222.
Sargent, Dr. Dudley Allen, opposed to military training, 101, 106, 107.
Scale, Pace, 218-219.

Schedule, Daily, of Military schools, 38-39.
Scholarship units, 228.
School discipline insufficient, 113-114.
Schools, Military training in, *see High schools, Military training in.*
Schools for training reserve officers, 178.
Schurman, President Jacob Gould, of Cornell, 1.
Science, Bachelor of, 324.
Selection of cadet officers, 55-57, 155-160.
Senior units, 193.
Service, the ideal ever before the cadet, 85-86.
Service uniform for high-school use, 166-167.
Sharpshooters, 274.
Sheridan military camp, 106.
Shooting gallery, Construction of, 271-272.
Sickels, Lieutenant R. G., 341.
Signal corps, 176.
Signaling, 222-223.
Sincerity necessary in military training, 90-91.
Sketching, Panoramic, 214-217.
Sketching, Topographical, 217-219.
Small Arms Firing Manual, 271.
South Carolina Military Academy, *see "Citadel, The."*
Spanish-American War, 175.
Special schools for the training of reserve officers, 178.
Spiritual life of cadets, 87.
Sportsmanship, 265.
Springfield Armory, 249.
Squad movements, 211-213.
State aid for uniforms, 165.
Steever, Lieut. Edgar [illegible], 91-92, 108, 110, 117, 118, 123, 124, 128, 130, 131, 134, 146, 155, 168, 191, 205, 226, 236.
Stevens' semi-military musket, 272.
Studies not interfered with by military training, 94.
Study hours, 46-47.
Study in relation to drill, 46-47, 94-96, 139-140.
Sub-target gun machines, Value of practise on, 274, 278.

Success of military training camps, 345.
Summer camps, *see Camps.*
Summerall, Maj. C. P., 340.
Supply corps, 176.
Swiss military system, 348-349.

Target practise, 130-131, 266.
Targets, 283-284.
Teachers, *see Instructors.*
Technical and military course, Combination, 324-325.
Temporary commission as second lieutenant in regular army, feature of training corps for reserve officers, 192-193.
Tests, Mental, 50.
Thayer, Col. Sylvanus, 9.
Thomas, Brigadier General C. W., 115-116, 253, 281.
Thompson, President William O., of Ohio State University, 1, 188-190.
Thurston, Col. N. B., 276.
Time devoted to drill, 144-146.
Tobacco, Use of, 232, 233, 236, 264, 277-278.
Tobyhanna, Encampment at, 339.
Topographical sketching, 217-219.
Tournaments, 228-229.
Training corps for reserve officers, 182-188, 191-195, 320-323.
Training of cadet officers, 57, 161-162.
Troop leadership, Game of, 128-130.
Troop leadership competitions, 231.
Troop leadership units, 228.
Truancy kept down by interest in military training, 100.

Undergraduate batteries at Yale, Organization of, 336-340.
Uniform, 163-169, 258-259, 303-304.
Uniform, Effect of, 103, 140, 163-164.
Uniforms, Expense of, in California, 268.
Uniforms, State aid in furnishing, 165, 236.
United States School of Musketry, Fort Sill, Oklahoma, 217.
Units, Competitive, 99-100, 117-118, 146, 224-236.

Units, Junior, 193.
Units, Senior, 193.

Value of military training, 20-21, 127-138, 173-175, 196-205.
Vermont, University of, 341.
Violation of rules, 54.
Virginia Military Institute, 10, 11, 14, 17, 22, 82, 127, 163, 173-174.
Visual signaling, 222-223.
Voluntary versus compulsory military training in high schools, 141-143.
Volunteer officers, 170-195.

Wall-scaling squads, 224-226, 228.
War Department, Certificate issued to graduates of military schools and colleges, 295-296.
War Department, Interest in work at Yale, 338-339.
War, European, 320.
Washington, D. C., Military training in, 11, 142, 230-232.
Weak have equal chance with strong in Wyoming plan, 224-226.
Weak, Protection of, underlying principle of military training, 265-266.
Webster, Major F. D., 313.
West Point Military Academy, 8-9.
 Academic efficiency, 48.
 Barracks, 42.
 Cadets, Splendid physique of, 101-103.
 Calisthenics, System of, 102-103.
 Division of classes, 51.
 Graduates in civil life as well as military, 82-83.
 Hazing, 64.
 Honor of cadets, 117.
 Influence, 9.
 Officers, Number graduated, 172.
 Standards, 21.
West Point of the Confederacy, *see Virginia Military Academy.*
Whitney Trophy, 275.
Will power developed by military training, 118.

Wilson, Major H. C., 276.
Wilson, President Woodrow, Address to Culver Black Horse Troop, 85-86.
Wilson, President Woodrow, Message of, 326-327.
Winchester Winder musket, 272.
Wingate, General George W., 130, 273.
Wingate Trophy, 275.
Wood, General Leonard, 134, 291, 313, 326-331, 333, 337, 342.
Wyoming high schools, Military training in, 11, 91, 92, 98, 99, 110, 114, 117, 118, 123, 124, 131, 134, 141, 144, 155, 160, 165, 191, 205, 224-236.

Yale Alumni Weekly, 336.
Yale University, Military training in, 15, 175, 336-340.











This book should be r
Library on or before the last date stamped below.

A fine of five cents a day is incurred by retaining it beyond the specified time.

Please return promptly.

DUE JUL 30 47

WIDENER

WIDENER
MAR 2 8 1998
MAR BOOK DUE 3 1998
CANCELLED

